

Federal Court Interpreter Certification Examination For Spanish/English

Examinee Handbook



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Prepared for the Administrative Office of the United States Courts by the National Center for State Courts, Williamsburg, Virginia, and its collaborating partners, CPS Human Resource Services, Sacramento, California, and Second Language Testing, Incorporated, N. Bethesda, Maryland

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PART 1

BACKGROUND AND OVERVIEW

1.1 Background of the Federal Court Interpreter Certification Program

The Court Interpreters Act of 1978 and the subsequent Amendments of 1988 (18 U.S.C. §§ 1827-1828) require the Director of the Administrative Office of the U.S. Courts (AO) to define criteria for certifying interpreters qualified to interpret in federal courts. The Act also requires the Director to maintain a list of interpreters who have been certified. Certified interpreters are placed on an eligibility list from which court interpreters may be selected by the local officials of the United States District Courts.

The most profound impact of the 1978 federal law was the creation and implementation of the Federal Court Interpreter Certification Examination (FCICE) in 1980. The FCICE introduced to the court interpreting environment the concept of performance-based interpreter testing, which is based on rigorous testing practices. The requirements for passing the examination and for becoming certified in federal court reflect the knowledge, skills, and abilities required for court interpreting and the difficulty of the work. Consequently, the hundreds of interpreters who have passed the FCICE since 1980 have become an important resource throughout the country. They serve not only as practicing interpreters in the federal courts, but as test raters for the FCICE itself and for state court testing programs. Many also serve as consultants for training programs and the development of tests of interpreting skills.

1.2 What is court interpreting?

Interpretation is necessary during court proceedings when there are parties who primarily or only speak a language other than English. The purpose of interpreting for defendants who do not speak English is to allow them to understand everything that is being said and to participate effectively in their defense. When witnesses primarily or only speak a language other than English, an interpreter is required so that the person's testimony can be understood and become evidence in the case. If interpretation is inaccurate, defendants may misunderstand what is taking place, or the evidence heard by judge and jury may be distorted, if not significantly changed. What the interpreter says in English following a witness' testimony in another language is what is heard by the judge and jury as evidence, and it is what is recorded in the record of the proceedings. Interpreters who work in court, therefore, have the weighty responsibility of interpreting everything that is said, without adding, deleting, altering or summarizing the content. Court interpreters also must preserve the nuances and level of

formality (or informality) of the speech. Even insulting or embarrassing language, including profanity, must be accurately interpreted. In addition to rendering spoken English into the foreign language and vice versa, court interpreters are sometimes required to perform sight translation, which is reading documents and interpreting them from English into the foreign language or the foreign language into English.

1.3 What qualifications do court interpreters have?

The first requirement of professional court interpreters is to possess educated, native-like mastery of both English and a second language. Mastery of languages at the level required for court interpreting requires reading and speaking the languages regularly in a wide variety of language contexts and usually years of formal education. Mastery of both English and Spanish includes the ability to speak the languages in a way that does not interfere with understanding by native speakers of either language. Thus, accented speech may be noticeable but must not pose problems for the listener.

Being a federal court interpreter requires not only a high level of proficiency in two languages but also an ability to perform the three modes of interpreting: consecutive interpreting, simultaneous interpreting, and sight translation of documents. Simultaneous interpreting is required in situations in which participants in the court proceedings may be speaking very rapidly. Therefore, for the purpose of testing, being able to maintain speeds as high as 160 words per minute will be required. For consecutive interpreting, interpreters must be able to hear and retain in memory lengthy questions and responses. Consequently, for purposes of testing, utterances may be as long as 50 words. Efficient note-taking skills are often relied on by interpreters to supplement memory. Acquiring these specific performance skills presupposes some element of innate ability and extensive practice.

1.4 Are you qualified to be a certified federal court interpreter?

It is difficult to pass the certification examination for federal court interpreting because of the extraordinarily high level of language proficiency that is required and the very demanding nature of the work. The section of this Examinee Handbook entitled **Self-Assessment of Readiness to Take the FCICE** offers a self-assessment tool to help candidates decide whether to take the FCICE.

1.5 Overview of the examination

The FCICE is a two-part examination of language proficiency and interpretation performance. The first part of the examination, which is referred to as the Written Examination, is a multiple-choice test of language proficiency in English and Spanish. The Written Examination emphasizes accuracy rather than speed. However, there is a 2-1/2 hour time limit for completing the test, excluding the time required for instructions and other procedural requirements. As a practical matter, candidates should plan on devoting one-half day to the examination. The second part of the examination is an oral performance test that simulates the work interpreters do in court. This part of the examination takes about 40 minutes, excluding instructions and other procedural requirements. Candidates should allow one hour to complete the Oral Examination.

Candidates must pass the Written Examination in order to qualify to take the Oral Examination. The passing score has been set at 80% for both the Written and Oral Examinations. The Written Examination and the Oral Examination are described in more detail later in this handbook.

The examination is administered under the supervision of the District Court Administration Division of the AO. The AO, in turn, contracts with specialists in court interpretation and language testing for development and administration of the examination. More information about the AO's contractors can be found at the end of the Handbook. See the section of this handbook entitled, **Who is involved in the Development and Administration of the FCICE?**

1.6 Practice Tests

Practice Tests for the Written and Oral Examinations are available to candidates as part of this handbook. Candidates may take the practice Written Examination under the same constraints as the real examination (e.g., no dictionaries or other aids). While there is no guarantee that results on the practice examination will be the same as results on the official examination, the Practice Test provides a good way for candidates to estimate the likelihood that they are ready to perform successfully on the Written Examination portion of the FCICE. The practice Oral Examination will be a one-half length simulation of an actual examination. Taking the practice Oral Examination will help candidates estimate the likelihood that they are ready to pass the Oral Examination. The practice Oral Examination will include both written text material and practice recordings that must be interpreted. Practice recordings will be provided on compact disks. For the practice Oral Examination material, candidates must tape record their own performances and play them back while scoring their own performance. Examples of scoring keys are provided to assist with self-scoring.

PART 2

REGISTRATION AND RELATED INFORMATION

2.1 How to register for the FCICE

Candidates for the Federal Court Interpreter Written or Oral Examination can register either online or by mail. To register online, see **2.2 - Online registration** below for detailed instructions. To register by mail, complete the registration form enclosed with printed copies of the handbook. Detailed instructions for this are also provided under **2.3 - Registration by mail using the registration form**. Candidates requesting special accommodations will need to register by mail using the enclosed registration form because written documentation explaining the nature of the special accommodations is required (see **2.5 - Special Accommodations** for more information).

Important registration information

- Registration material received after the registration deadline will not be accepted and will be returned to the candidate.
- Telephone registration and e-mail registration are not accepted.
- Registration material without the required fee or with fees paid by personal check will not be processed and will be returned to the candidate. See **2.7 - Fee information** for more details.
- Incomplete registration material will not be accepted and will be returned to the candidate for completion. The candidate must re-submit the completed registration material by the registration deadline.
- Candidates must indicate where they would like to take the examination.
- Oral Examinations are scheduled to take place over a period of one or more weeks depending on the number of candidates scheduled. Candidates are tested individually during the Oral Examination and thus are scheduled for a specific date and time.
- Candidates must appear at their scheduled date and time for the Oral Examination. Rescheduling is not permitted.
- Candidates are responsible for keeping CPS Human Resource Services informed of current name and address information to avoid missing important mailings that can affect their status.
- In the event of inclement weather, candidates should plan ahead and have contingency plans for arriving on time to take the examination.

- Should a natural disaster (e.g., fire, flood, earthquake, etc.) occur shortly before the examination at the test site, candidates must call CPS for information about alternative arrangements.

NOTE: It is the responsibility of candidates who have passed the Written Examination during a *previous* testing cycle and who intend to take the Oral Examination in a later testing cycle to request registration information during the appropriate registration period. For example, a candidate who passed the Written Examination on December 1, 2001 but who did not take the Oral Examination in April 2002 must request registration materials from CPS between April 1 and June 21, 2003. Please refer to **2.6 - Schedule of examinations** for registration periods for the Written and Oral Examinations.

2.2 Online registration

To register online, simply go to the Federal Court Interpreter Certification Project website at www.cps.ca.gov/fcice-spanish, click on the Candidate Information link on the Main Page and follow the instructions for online registration for the Written and Oral Examinations. You must register during the registration period indicated in **2.6 – Schedule of examinations**.

When registering online, you must indicate the test site locations you prefer (first, second, and third choices). For test site locations, please refer to the Test Location Information insert included with this handbook or the drop-down list of test locations on the registration screen. You will also be requested to enter your first name, middle initial, last name, Social Security number, address (including city, state, and zip code), day phone number, evening phone number, and your e-mail address, if applicable.

To complete your registration process, you will be prompted to pay for the examination. You will need to enter your credit card number and expiration date. Once your credit card payment is accepted, your demographic information and test location choices will be saved in our database; a confirmation page will appear, notifying you that your registration has been accepted. Following the registration process, an admission letter and map will be sent to the address you submitted. If you have not received your admission letter and map for the examination within 10 calendar days after the close of registration, please call the FCICE project staff at CPS Human Resource Services at (916) 263-3494.

Remember to submit your registration prior to the registration deadline (refer to 2.6 – Schedule of examinations for specific dates).

2.3 Registration by mail using the registration form

Complete the requested information on both sides of the enclosed registration form by carefully following the instructions provided. For test site locations, please refer to the Test Location Information insert included with this handbook. Please indicate your first, second, and third choices for the test site location.

Please sign the form in the space provided on the back page of the registration form. If you require special accommodations, indicate so in the box provided. Please refer to **2.5 – Special accommodations** for specific information on documentation requirements. For fee information, refer to **2.7 – Fee information**.

Mail your registration form and fee to:

CPS Human Resource Services - FCICE Program
241 Lathrop Way
Sacramento, CA 95815

Once your registration material is accepted, an admission letter and map will be sent to you. The admission letter will serve as receipt that your registration materials were received. If you have not received your admission letter and map for the examination within 10 calendar days of the close of registration, please call the FCICE project staff at CPS Human Resource Services at (916) 263-3494.

Your registration form must be received by the registration deadline (refer to 2.6 – Schedule of examinations for the specific dates).

2.4 Background Questionnaire

Candidates who register for the Written Examination are expected to complete the Background Questionnaire after they are notified of their registration. During the online registration process, candidates will be prompted to complete the Background Questionnaire. Candidates who mail in the registration form will receive an admission notice with the time and date of the examination. The admission notice will also remind candidates to go online to complete the questionnaire.

To complete the Background Questionnaire, go to the Federal Court Interpreter Certification Project website at www.cps.ca.gov/fcice-spanish, click on the Candidate Information link on the Main Page and then click on the Background Questionnaire link.

The Background Questionnaire is a critical element in quality control of the FCICE testing program. If candidates are unable to access the Internet to complete the Background Questionnaire, they will be requested to complete a mail-in version prior to taking the examination. **If candidates have not completed a questionnaire prior to testing, they will be reminded to do so before test results are returned.**

2.5 Special accommodations

Candidates who are unable to take the examination on the scheduled date due to religious affiliations or who require adjustments in the testing procedure due to disability or impairment may request special accommodations. Requests for special accommodations will be reviewed on a case-by-case basis after all documentation regarding the requested accommodation has been received. Those requests that meet appropriate criteria will be accommodated. Foremost among the related considerations is whether the accommodation would undermine test validity, given the job requirements for interpreters and the concomitant test constructs. For example, an

accommodation for a hearing impairment would likely not be approved because the ability to hear well is an essential job requirement.

For special accommodations due to religious affiliations, candidates should submit a letter, indicating their religious affiliation and what weekdays are acceptable for testing. This letter must be submitted along with the registration form and fee by the registration deadline.

For Americans with Disabilities Act (ADA) accommodations due to a disability or impairment, candidates should submit a letter from a medical professional, indicating what the disability/impairment is and the recommended accommodation for the candidate. This letter must be on the medical professional's official letterhead and signed and submitted along with the registration form and fee by the registration deadline.

Candidates requesting special ADA accommodations must register by mailing in all registration materials and required documents by the registration deadline; online registration is not available for candidates requesting special accommodations. For additional information on special accommodations, please call FCICE project staff at CPS Human Resource Services at (916) 263-3494.

2.6 Schedule of examinations

WRITTEN EXAMINATION DATES

Test Date: August 10, 2002

Registration Period: April 14 – June 29, 2002

Registration Deadline: June 29, 2002*

Test Date: August 7, 2004

Registration Period: April 1 – June 26, 2004

Registration Deadline: June 26, 2004*

ORAL EXAMINATION DATES

Test Date: August 2003 (Specific dates to be announced)

Registration Period: April 1 – June 21, 2003

Registration Deadline: June 21, 2003*

Test Date: August 2005 (Specific dates to be announced)

Registration Period: April 14 – June 18, 2005

Registration Deadline: June 18, 2005*

*** NOTE: The registration forms MUST be received by CPS no later than the deadline date. Postmarks are NOT accepted.**

2.7 Fee information

Fees are to be paid by cashier's check, money order, Visa, or MasterCard only according to the following 2002 fee schedule (changes in these fees may be made for subsequent testing cycles).

Personal checks and/or cash are not accepted. Make cashier's checks or money orders payable to **CPS Human Resource Services**.

- Written Examination Fee: \$125.00*
- Oral Examination Fee: \$175.00*
- Rescoring Written Examination Results: \$20.00**
- Candidate-requested rescoring of Oral Examination results, when approved: \$100.00***

** A \$75.00 processing fee will be deducted from any refund issued to a candidate canceling the examination. To cancel a scheduled examination and be eligible for a partial refund, the cancellation request must be submitted in writing and received by CPS no later than three business days prior to your scheduled examination. No refunds will be given for requests received later than three business days prior to the scheduled examination or for candidates not appearing at the examination.*

*** Within 30 days of the date on the results letter of the Written Examination, candidates may submit a written request along with the appropriate fee (cashier's check or money order only) to have their answer sheet rescored. If the rescore results in a score change for the candidate, then the \$20.00 fee will be refunded.*

**** The FCICE procedure involves an automatic rescore of examinations that are very close to passing. The exact cut-point for automatic rescoring will be determined when statistical information has been compiled after the first Oral Examination administration. There is no fee for these automatic rescoring. The fee (cashier's check or money order only) applies **only to rescoring requested by candidates after they receive their official results.** **There is no presumptive right to such rescoring.** If the rescore results in a score change for the candidate, then the \$100.00 fee will be refunded.*

2.8 Score reporting procedures and timelines

The Written Examination is designed to measure proficiency in English and Spanish and as such only a total score for each language is reported. We measure your proficiency in each language using a variety of question types and formats. If you wish to obtain more detailed feedback about your skill level for each type of question, we encourage you to review the Practice Test. The Practice Test is designed to be equivalent to the actual test forms and will provide you with an idea of how well you might perform.

Written Examination results will be mailed to candidates approximately eight weeks following the examination. Candidates who have not completed and returned a Background Questionnaire, either online or by mail, will be requested to do so before receiving their results.

Candidates who pass the Written Examination will be sent an Oral Examination registration form and a Test Location Information insert with the test results. Candidates will need to submit new registration materials and fee if they want to take the Oral Examination. A master list of candidate names and test scores will be provided to the AO when results have been compiled.

Oral Examination results will be mailed to candidates approximately eight weeks following the last day of the oral testing period.

Candidates who have not received test scores at their designated address within three months following their examination should assume that a problem in mailing has occurred and should contact the FCICE project staff at CPS Human Resource Services at (916) 263-3494.

Candidates can request a rescore of their answer sheet from the Written Examination. Requests for rescoring the Written Examination must be submitted in writing and accompanied by a \$20.00 cashier's check or money order **only**, payable to CPS. Candidates requesting a rescore of their Oral Examination results must also submit their request in writing with the accompanying \$100.00 fee in the form of a cashier's check or money order payable to CPS Human Resource Services. **No personal checks, cash, or credit cards will be accepted for either the Written or Oral Examination rescoring.**

Rescoring requests must be submitted within 30 days of the date on the Written or Oral Examination results letter. The results of the rescore of the Written Examination will be sent to the candidates within ten business days of the receipt of the request and fee. Results of Oral Examination rescoring will be sent within 45 days of receipt of the request and fee.

2.9 Complaints and appeals – Written Examination

The items included on the FCICE Written Examination have been selected after a thorough application of quality control measures to ensure a reliable and valid test. These measures included pre- and post-test reviews by subject matter experts in the fields of court interpreting, linguistics, and testing, in addition to field testing and state-of-the-art computerized item analysis, to identify items that appear to be confusing and unreliable. However, individual test-takers may have the opinion that some items are inappropriate or incorrect. If that occurs, you may bring the problem to the attention of the FCICE personnel by writing to the address shown in this section.

Grounds for formal appeal of results on the Written Examination

The grounds for appeals that will be considered include those in which there is evidence of:

- significant irregularity in the examination administration;
- significant error in the examination content;
- discrimination;
- bias;
- fraud; or
- inappropriate application of ADA or other accommodations.

An applicant's disagreement with appropriateness of item content cannot be accepted as grounds for appeal. However, evidence of more than one correct answer to test questions or substantial lack of clarity in instructions will be considered. Appeals deemed frivolous cannot be accepted nor acted upon.

When and how should appeals be filed?

Appeals must be submitted in writing within 30 days of the date of the applicant's failure notice. The appeal letter must state the basis for the appellant's belief that his/her failure was the result of bias, fraud, discrimination, or manifest error in the administration of the examination. A statement of the candidate's evidence must be included in the letter. Only letters from candidates or their legal counsel will be accepted and acted upon. Letters written on behalf of a candidate by anyone other than the candidate or legal counsel will be returned.

Where should complaints and appeals be mailed?

Nancy McCurry
FCICE Project
c/o CPS Human Resource Services (CPS)
241 Lathrop Way
Sacramento, CA 95815

When will you receive a response to your complaint or appeal?

You will be notified of the action on the complaint within 45 days of its receipt by CPS Human Resource Services.

Confidentiality of investigative findings

All findings with regard to dispute resolution are confidential and internal. Summaries of the findings will be sent to the complainant, but the complainant is not entitled to original review of papers or discussions.

2.10 Complaints and appeals – Oral Examination

The FCICE Oral Examinations have undergone thorough quality control measures to ensure a reliable and valid test. These measures include reviews by subject matter experts including highly experienced and respected federally certified interpreters, linguists, judges, and lawyers. Examinations are also field tested and evaluated using state-of-the-art computerized item analysis techniques to identify items that appear to be confusing and unreliable. Quality control and measures to ensure fairness of the examination rating process include the use of rating teams who must agree in their judgments, systematic rerating of results that are close to the passing score, and a random rerating of 10% of the examinations to evaluate consistency in scoring among rating teams. However, because of the nature of the examination process, it is always possible that you may experience something you believe is a problem and you may wish to bring it to the attention of the FCICE examination administrators. If that occurs, you may bring the problem to the attention of FCICE personnel by writing to the address shown in this section.

Grounds for formal appeal of results on the Oral Examination

The grounds for appeals that will be considered include those in which there is evidence of:

- significant irregularity in the exam administration;
- significant error in the examination content;
- discrimination;
- bias;
- fraud; or
- inappropriate application of ADA or other accommodations.

An applicant's disagreement with appropriateness of item content cannot be accepted as grounds for appeal. Appeals deemed frivolous cannot be accepted nor acted upon. This is not meant to imply that applicants are discouraged from providing feedback on their testing experience. Written comments will be given consideration.

When and how should appeals be filed?

Appeals must be submitted in writing within 30 days of the date of the applicant's failure notice. The appeal letter must state the basis for the appellant's belief that his/her failure was the result of bias, fraud, discrimination, or manifest error in the administration of the exam. A statement of the candidate's evidence must be included in the letter. Only letters from candidates or their legal counsel will be accepted and acted upon. Letters written on behalf of a candidate by anyone other than the candidate or legal counsel will be returned.

Where should letters be mailed?

William E. Hewitt
FCICE Project Director
c/o National Center for State Courts
300 Newport Avenue
Williamsburg, VA 23185

When will you receive a response to your complaint or appeal?

You will be notified of the action on the complaint within 45 days of its receipt by the National Center for State Courts.

Confidentiality of investigation findings

All findings with regard to dispute resolution are confidential and internal. Summaries of the findings will be sent to the complainant, but the complainant is not entitled to original review of papers or discussions.

PART 3

INFORMATION ABOUT THE WRITTEN EXAMINATION

3.1 Description of the Written Examination

The Written Examination has two sections: English and Spanish. Each section has a total of 80 multiple-choice items divided into five equal parts of 16 items. The five parts are:

Part I: Reading Comprehension. Reading Comprehension (RC) items measure the ability to read and understand texts that reflect the language proficiency required of a Federally Certified Court Interpreter (FCCI).

Part II: Usage. Usage items measure the knowledge of grammar and idioms that is representative of the high level of general language proficiency required of an FCCI.

Part III: Error Detection. Error Detection items measure the knowledge of grammar that an FCCI must possess to carry out job-related responsibilities.

Part IV: Synonyms. Synonym items measure the breadth of general vocabulary that an FCCI must possess.

Part V: Best Translation of a Word or Phrase. Best Translation items measure the ability to correctly translate an underlined word or phrase, tapping the knowledge of vocabulary, grammar, and idioms required of an FCCI.

The five parts of the English section are followed by the five parts of the Spanish section. The Written Examination has a total of 160 items.

3.2 Scoring the Written Examination

The English and Spanish sections of the Written Examination are taken on the same day and scoring of the sections is conjunctive rather than compensatory. That is, the minimum passing score must be achieved on each exam section. The minimum passing score is set at 80%, which is the long-established standard set by the AO. A candidate who passes only one section must retake and pass both sections at a subsequent administration.

The examination is designed to measure proficiency in English and Spanish and as such only a total score for each language is reported. We measure your proficiency in each language using a variety of question types and formats. If you wish to obtain more detailed feedback about your skill level for each type of question, we encourage you to review the Practice Test. The Practice Test is designed to be equivalent to the actual test forms and will provide you with an idea of how well you might perform.

3.3 Development of the Written Examination

The written portion of the examination was developed by a diverse team of language professionals whose areas of expertise include language testing, language teaching, linguistics, and court interpreting. Content area specialists were also consulted to ensure the authenticity of language usage in legal and other specialized contexts.

The Written Examination, like the Oral Examination, assumes a high degree of literacy in the source and target languages and familiarity with a range of language varieties and registers. The Written Examination complements the Oral Examination in that it tests comprehension of written text, knowledge of vocabulary and idioms, recognition of grammatically correct language, and the ability to recognize appropriate target language rendering of source language text.

An examination development group, consisting of a project coordinator, item writers, and item reviewers, performed the following functions:

- Review and update of the content and skills specifications to meet the demands of court interpreting. These specifications serve as a blueprint for new forms of the examination.
- Write items for the examination.
- Evaluate the wording and appropriateness of each item, suggesting revisions as necessary.
- Review and proofread each new form of the test, once at the draft stage and again just before printing, to ensure that it meets the specifications and contains an appropriate balance of topics and skills; make revisions following field test administrations.

3.4 Field testing of the Written Examination, reliability and validity

The examination specifications for the Written Examination guide the development of the examination, ensuring that each form of the examination is reliable, valid, and similar to the others in content, structure, and difficulty. Examination *reliability*, the consistency of measurement of the examination, and *validity*, the extent to which the examination measures what it is intended to measure and is useful for its intended purpose, are established through expert review of the examination specifications and the examination forms and through field testing the examination forms.

Reliability is a prerequisite for validity; that is, an examination such as the Written Examination cannot measure what it is intended to measure and be useful for its intended purpose unless there is consistency of measurement across and within examination forms. Field testing of each form

is conducted to provide the information needed to ensure *equivalent form reliability* and *internal consistency*. Each field test form is administered to approximately 100 candidates as similar as possible to individuals expected to take the test routinely. Statistical analyses of the items and tests are conducted to establish the internal consistency of each test form and to allow statistical equating of the forms. Item analysis allows verification that individual items function as they are intended. If not, they are deleted from the score and from the final operational form. This process ensures that each item is related to the skills tested by other items and the test as a whole. The item analysis also guides any minor revision of items that is needed. The end result is a high degree of internal consistency for each test form. The examination forms themselves are statistically equated, removing the inevitable minor differences in difficulty that occur across multiple forms of a test. Equated scores are reported, ensuring that identical scores on different forms reflect the same level of competency.

Test validity, the extent to which the test measures what it is intended to measure, is supported by the examination specification and the test development process. The specifications and examination forms undergo a series of rigorous reviews by language professionals who verify that the specifications and tests are comprehensive in identifying and measuring the skills and knowledge underlying performance as a Federally Certified Court Interpreter. These reviews support both the *construct* and *content* validity of the Written Examination. A high degree of internal consistency and equivalent form reliability also help ensure the validity of the examinations.

3.5 Discussion and sample items

Part I: Reading Comprehension

There are 16 items in each section, English and Spanish, of the Reading Comprehension part of the Written Examination, 4 items for each of 4 texts. The items assess understanding of main ideas and supporting information. Inferred meaning can also be assessed. There are four types of reading comprehension texts on the Written Examination: general interest texts, non-specialist legal texts, specialist legal texts, and language-specific legal texts. Language-specific texts for Spanish are typical of the types of documents drafted by a notary public, a government agency, or a court and may include contracts, wills, birth and death certificates, marriage certificates, court decisions, etc. Language-specific texts for English are typical of documents that are likely to be part of criminal court proceedings or files, such as foreign or domestic police reports, probation reports, complaints, indictments, affidavits, etc. Stimulus texts are 400-600 words long.

Here is an abbreviated example of an English non-specialist legal text with several example questions. Note that this sample text, which is about 220 words in length, is shorter than the examination texts, which are 400-600 words in length.

Supreme Court Reverses Lower Court

The Supreme Court ruled Monday that police cannot conduct an extensive search of a murder scene without first obtaining a warrant. The unsigned opinion in the case of a West Virginia minister who murdered his wife reinforced a 1978 decision and reversed a lower court's ruling that the scene of a homicide is exempt from the constitutional prohibition on warrantless searches.

The defendant had called police to a cabin that he and his wife were renting, telling them that a man had broken in and knocked him unconscious. When he awoke, he found his wife dead, beaten to death. Police arrived and began searching the cabin. Opening a briefcase, they found an envelope containing photographs of a man who appeared to be taking off his jeans. It was later revealed that the man was a friend of the defendant and a member of his congregation. Prosecutors charged the minister with his wife's murder, introducing the photos as evidence that he had had an intimate relationship with the man and arguing that he killed his wife in part because she was enraged by the relationship.

The defendant tried to keep the photos out of his 1997 trial, contending that police needed a warrant before going through his belongings. The trial judge denied his objection, declaring an exception to the warrant requirement for homicide scenes.

1. How did the photographs found at the crime scene incriminate the man in the murder of his wife?
 - A. They were believed to show evidence of the man's violent nature.
 - B. They showed evidence of the man's intention to murder his wife.
 - C. They supported claims that the man had a recent life insurance policy on his wife.
 - D. They were believed to be evidence of a relationship that angered his wife.

The correct answer to question 1 is option D. The information needed to respond correctly to this item is located primarily in the last sentence of the second paragraph.

2. On what basis did the trial judge allow the photographs to be included as evidence?
 - A. The evidence was found at the location of a homicide.
 - B. The defendant's story was not supported by the evidence.
 - C. The defendant was accused of committing a homicide.
 - D. The briefcase where the photographs had been kept was not locked.

The correct answer to question 2 is option A. The information needed to respond correctly to this item is located primarily in the last sentence of the third paragraph.

The abbreviated text, *Referéndum Venezolano*, that appears below is typical of the general text type for Spanish. Note that this sample text, which has about 200 words, is shorter than the examination texts, which are 400-600 words in length.

Referéndum Venezolano

El resultado del referéndum verificado el domingo pasado en Venezuela revela que el poder de convocatoria del Presidente Hugo Chávez era menor que lo esperado. Chávez ha triunfado, por cierto, y el país se ha pronunciado a favor de una Asamblea Constituyente destinada a reformar la actual Carta Fundamental que rige al país. Más del 80 por ciento de los votantes, que sumaron unos tres millones de electores, respondieron afirmativamente a las dos consultas hechas por el gobierno. Estas, si bien incorporan elementos nuevos en el debate político, como la transformación del Estado, la creación de un nuevo ordenamiento jurídico y el funcionamiento de una democracia social y participativa, plantean futuros desencuentros en torno a sus reales alcances.

El éxito proclamado por Chávez, sin embargo, fue opacado por la abrumadora abstención, que alcanzó a más del 60 por ciento de la población inscrita. Los cinco millones y medio de personas que no participaron en la consulta representaron, según la oposición, una grave derrota para el mandatario. Pero, la escasa concurrencia de votantes a las urnas, que había sido anticipada por las encuestas, no pudo ser impedida por el Presidente, quien hizo varios intentos para evitar el abstencionismo.

1. ¿En qué se basa el autor para afirmar que el Presidente Hugo Chávez tuvo un “poder de convocatoria menor que lo esperado”?
- A. en que sólo el 80% de los votantes se pronunció a favor del plebiscito
- B. en que tres millones de personas votaron por la creación de la Asamblea Constituyente
- C. en que la mayoría absoluta de los votantes inscritos no votó en el referéndum
- D. en que la Asamblea Constituyente no obtuvo la mayoría de los votos emitidos

The correct answer to question 1 is option C. The information needed to respond correctly to this item is located primarily in the first sentence of the second paragraph although the quotation is from the opening sentence.

2. ¿Cuál es la función que llevará a cabo la Asamblea Constituyente venezolana?
- A. redactar una nueva constitución política
- B. velar por el funcionamiento de una democracia social
- C. incorporar nuevos elementos al debate político
- D. crear futuros desencuentros nacionales

The correct answer to question 2 is option A. The information needed to respond correctly to this item is located primarily in the second sentence of the first paragraph.

Part II: Usage

Usage items are intended to measure knowledge of standard grammar and generally used idioms. Two thirds of the 16 Usage items assess grammar (11 items) and one third assesses idioms (5 items).

Grammar Usage items consist of a sentence with an underlined portion containing a grammatical form that may or may not include an error. Three alternatives for the underlined portion are presented in the options, with option D being “no change.” Only one of the options presented in the underlined portion or the options is correct according to standard or normative grammar. The examinee must select the option that reflects this standard or normative use, or if the underlined portion represents the correct form, “no change” should be selected.

Example Grammar Usage items:

Directions: For each of the following sentences, choose the alternative (A, B, C) that best replaces the underlined portion. If the original sentence is best, mark option D (no change).

English examples

1. An effective defense counsel and an attentive jury was key in the acquittal.

- A. counsel, besides attentive jurors, were key
- B. counsel as well as attentive jurors was key
- C. counsel and an attentive jury were key
- D. no change

The correct answer to question 1 is option C. This item tests subject-verb agreement. Only choice C exhibits correct agreement. The underlined portion of the sentence and choices A and B all contain errors. Because a change is needed, D is not the right choice.

2. Government figures show that in 1995-2000 the economy grew at a much faster rate than in the previous ten years.

- A. a more faster
- B. a lot more faster
- C. a further faster
- D. no change

The correct answer to question 2 is option D. This item tests comparatives. The underlined portion of the sentence does not contain an error and, therefore, no change is necessary. Options A, B, and C all contain errors.

Spanish examples

3. El delincuente apresado ayer resultó ser mucho más peligroso que la policía había imaginado.
- A. peligroso de lo que la policía
 - B. peligroso que lo que la policía
 - C. peligroso lo que la policía
 - D. sin cambio

The correct answer to question 3 is option A. This item tests comparatives. Only choice A exhibits the correct use of a comparative form. The underlined portion of the sentence and choices B and C all contain errors. Because a change is needed, D is not the right choice.

4. Está lista la solicitud de libertad bajo fianza; el abogado va a entregársela mañana al actuario.
- A. se la va a entregársela
 - B. se va a entregarla
 - C. la va a entregársela
 - D. sin cambio

The correct answer to question 4 is option D. This item tests the placement of pronouns. The underlined portion of the sentence does not contain an error and, therefore, no change is necessary. Options A, B, and C all contain errors.

Example Idiom Usage items:

Directions: From among the four alternatives (A, B, C, D), choose the one that best replaces the underlined portion of the sentence.

English example

1. The robber was caught red-handed as he exited the bank.
- A. with his hands up
 - B. without a chase
 - C. without effort
 - D. with the evidence

The correct response to the English idiom example is option D. The best replacement for the expression “red-handed” is “with the evidence.”

Spanish example

2. Aquella tarde, el autobús iba de bote en bote.

- A. bamboleándose
- B. avanzando a gran velocidad
- C. lleno de gente
- D. casi vacío

The correct response to the Spanish idiom example is option C. The best replacement for the expression “de bote en bote” is “lleno de gente.”

Part III: Error Detection

The Error Detection part of the Written Examination is intended to measure the extensive knowledge of standard forms of grammatical expression that is essential for the work of an FCCI. Ten of the 16 Error Detection items are based on a single, isolated sentence. The remaining 6 items are based on a 6-sentence paragraph, each sentence of which is an item. Three words or phrases are underlined in each item. One of the 3 underlined segments may contain an error. In that case, the examinee identifies which underlined word or phrase must be corrected in order for the sentence to be grammatically correct. The fourth option is No error (D). The examinee marks No error (D) when the sentence is correct as stated.

Example Error Detection—single sentence items :

Directions: In the following sentences three segments are underlined and followed by a letter (A, B, C). One of these segments might contain an error. Choose the segment that contains the error and mark your choice on your answer sheet. **If the sentence does not contain an error, mark D (No error).** There may be grammatical, syntactic, or semantic errors. There is no more than one error in a sentence.

English example

1. The victim’s family reached a sense of closing (A) when the bomber was sentenced (B) to two life terms (C) without parole. No error (D)

The correct answer to the English example is option A because “closing” is an incorrect word form in this context. The correct form would be “closure.”

Spanish example

2. Una de las medidas adoptadas (A) para hacer enfrente (B) al desempleo es premiar a (C) las empresas que contratan a empleados jóvenes. Sin error (D)

The correct answer to the Spanish example is option B because “enfrente” is an incorrect word form in this context. The correct form would be “frente.”

Example Error Detection—item set (note that an English set is provided to illustrate this item type; Spanish Error Detection item sets are presented in the same manner.)

Directions : The six sentences that follow form a paragraph. In each sentence three segments are underlined and followed by a letter (A, B, C). One of these segments might contain an error. Choose the segment that contains the error and mark your choice on your answer sheet. **If the sentence does not contain an error, mark D (No error).** There may be grammatical, syntactic, or semantic errors. There is not more than one error in a sentence.

1. At the Nice meeting, European Union (A) will have to embrace institutional reforms (B) as a prelude (C) to enlargement. No error (D)

The correct answer to question 1 in the set is option A because in option A the definite article “the” is missing.

2. The Union’s decision-making processes, designed for (A) a trading bloc of 6 nations, are hardly (B) suited for today’s common market of 15 nations, let alone (C) one of 27. No error (D)

The correct answer to question 2 in the set is option D because there is no error in the sentence.

3. The problem is that (A) individual member states champion reforms (B) that suit their often conflicting views of it’s fundamental nature (C). No error (D)

The correct answer to question 3 in the set is option C because the pronoun “its,” referring to the Union, should be used in this context.

4. France and Germany, for instance, both remain (A) strong proponents of expanding the Union, though one sees it (B) as a federation of nations, the other of peoples (C). No error (D)

The correct answer to question 4 in the set is option D because there is no error in the sentence.

5. France would like to reaffirm the supremacy (A) of the Council of Ministers, whose member (B) represent the national governments (C). No error (D)

The correct answer to question 5 in the set is option B because the singular form of the verb “member” is incorrect. The verb form “represent” requires a plural subject.

6. Germany would like (A) to stength the (B) supranational policymaking (C) European Commission. No error (D)

The correct answer to question 6 in the set is option B because the infinitive verb form “stengthen” is required in this context.

Part IV: Synonyms

Items in this part of the Written Examination measure breadth and precision of vocabulary because an FCCI must have a broad and precise vocabulary and be sensitive to slight differences in connotation among words of similar meaning. A Synonym item presents the vocabulary word – a noun, verb, adjective, or adverb – in a non-defining context. The vocabulary item to be tested is underlined, and four options are offered. One option is the correct response; that is, closest in meaning to the underlined word. The three incorrect options are at approximately the same level of difficulty (word frequency) as the underlined word but do not have the same meaning as the underlined word.

Example Synonym items

Directions: From among the four alternatives (A, B, C, D) choose the one closest in meaning to the underlined word in the sentence.

English example

1. We were struck by his demeanor.

- A. disquiet
- B. behavior
- C. weapon
- D. attire

The correct answer to the English example is option B because the word “behavior” is closest in meaning to the underlined word in the sentence, “demeanor.”

Spanish example

2. Pese a la agresividad mostrada por el fiscal durante el contrainterrogatorio, el acusado se mantuvo impávido.

- A. impertérrito
- B. henchido
- C. incólume
- D. imborrable

The correct answer to the Spanish example is option A because the word “impertérrito” is closest in meaning to the underlined word in the sentence, “impávido.”

Part V: Best Translation of a word or phrase

Translating is similar to interpreting in that it involves rendering from one language to another. The stimulus for a Best Translation item is a sentence with an underlined word or phrase. From the four alternatives, the examinee must choose the best rendering in the target language of the underlined portion. Items for which the sentences are in English and the alternatives in Spanish are included in the Spanish section of the Written Examination; items for which the sentences are in Spanish and the alternatives in English are included in the English section of the Written Examination. Eight of the 16 items are based on isolated sentences. The remaining items are presented in two sets of 4 items each.

Single sentence Best Translation examples:

Directions : For each of the underlined segments in the sentences that follow, choose the alternative (A, B, C, D) closest in meaning to the underlined word or phrase. In choosing your answer, consider the context of the underlined portion and what the translation of the entire sentence would be.

Spanish into English (English Written Examination)

1. El dinero recaudado apenas alcanzará para cubrir un quinto de los gastos.
 - A. a quintuplet
 - B. one item
 - C. one fifth
 - D. a fortnight

The correct answer to the Spanish into English example is option C because “one fifth” is the best rendering of “un quinto.”

English into Spanish (Spanish Written Examination)

2. All subsequent allocations will be decided by the incoming Board.
 - A. posteriores
 - B. pendientes
 - C. subsecuentes
 - D. subsiguientes

The correct answer to the Spanish into English example is option A because “posteriores” is the best rendering of “subsequent.”

Example Best Translation item sets:

Spanish into English (English Written Examination)

De lo anterior (1) se concluye que analizados y valorados de manera conjunta los elementos probatorios (2) mencionados, de acuerdo con el numeral 175 del Código Federal de Procedimientos Penales, constituyen prueba plena de que alguien se apoderó de una cosa mueble (3) ajena, en este caso una unidad automotriz, sin derecho y sin consentimiento de la persona que puede disponer de ella con arreglo a la Ley (4), cuyos hechos ocurrieron en el vecino país del Norte; de ahí se justifique la existencia del cuerpo del delito de Robo, conforme a su definición.

1.

- A. From the foregoing
- B. Due to the preceding
- C. In the former case
- D. Given the foregone

The correct answer to question 1 is option A because the phrase “from the foregoing” is the best rendering of “de lo anterior” in this context.

2.

- A. evidence
- B. proof
- C. probationary material
- D. probative elements

The correct answer to question 2 is option A because the word “evidence” is the best rendering of “elementos probatorios” in this context.

3.

- A. real property
- B. personal property
- C. durable goods
- D. material goods

The correct answer to question 3 is option B because the phrase “personal property” is the best rendering of “cosa mueble” in this context.

4.

- A. that is able to discard her according to the law
- B. who may statutorily dispose of it
- C. to whom the law gives access thereto
- D. who can make lawful use thereof

The correct answer to question 4 is option D because the phrase “who can make lawful use thereof” is the best rendering of “que puede disponer de ella con arreglo a la Ley” in this context.

English into Spanish (Spanish Written Examination)

WHEREAS: (5)

- (A) Pursuant to an agreement of even date herewith (6) between the aforementioned (7) parties (the “Principal Agreement”) the Assignor agreed to procure the sale and the Assignee agreed to purchase or procure the purchase of inter alia the commercial real estate and chattels, details of which are set out (8) in the schedule hereto, together with the goodwill associated therewith, (together, the “Property”); and
- (B) The Assignor has agreed to enter into this Assignment to assign to the Assignee all its right, title and interest in and to the Property registered in its name.

5.

- A. por lo tanto
- B. en vista de
- C. considerando
- D. conviniendo

The correct answer to question 5 is option C because the word “considerando” is the best rendering of “whereas.”

6.

- A. de fecha pareja con aquí
- B. de la misma fecha que el presente Convenio
- C. con la fecha antedicha en este Convenio
- D. con la fecha igual que éste

The correct answer to question 6 is option B because the phrase “de la misma fecha que el presente Convenio” is the best rendering of “of even date herewith” in this context.

7.

- A. previamente dichos
- B. en su conjunto
- C. que suscriben
- D. antes mencionadas

The correct answer to question 7 is option D because the phrase “antes mencionadas” is the best rendering of “aforementioned” in this context.

8.

- A. cuyos detalles se listan
- B. detalles de los cuales se aparecen
- C. donde se establecen detalles de ellos
- D. detalles que son especificados

The correct answer to question 8 is option A because the phrase “cuyos detalles se listan” is the best rendering of “details of which are set out” in this context.

3.6 Suggestions on how to prepare for the FCICE Written Examination

The Examination program assumes that a court interpreter must have high-level proficiency in both English and Spanish. If you do not have such proficiency, you should focus on improving your general language proficiency. Some strategies for doing this are the following:

- enroll in university level courses in a country where the language is spoken;
- read widely, using a dictionary to look up unfamiliar words;
- write down and memorize new vocabulary;
- write often, using the new vocabulary you have learned;
- correct your writing, and ask others to correct it, too;
- translate a variety of texts into the language and have a competent translator correct the translation.

If you already have high-level proficiency in both English and Spanish, in order to prepare for the exam you may wish to do the following:

- Read
 - major newspaper editorials and articles, as well as news items related to legal matters and law enforcement, in both English and Spanish. Look for the main point and supporting arguments;
 - laws, codes, international treaties and conventions, contracts, and other legal writings, in both English and Spanish;
 - U.S. court documents such as indictments, sentences, probation and police reports, affidavits, etc.;

- documents that in Spanish-speaking countries would be drawn up by a notary public and government agencies, such as wills, contracts, powers-of-attorney, birth and death certificates.
- Practice translating texts related to legal matters, such as those mentioned above.
- Brush up on grammar, especially areas such as verb tenses and modes, as well as irregular verbs; all pronouns; agreement; comparatives and superlatives; use of the passive vs. the active voice.
- Practice translating sentences that contain the grammar points mentioned above as well as sentences where the syntax in English and Spanish is not parallel.
- Expand your vocabulary by adding terms in all registers as well as idiomatic expressions. Focus on nouns, verbs, and adjectives that might be used in the testimony of a wide variety of witnesses, including expert witnesses.
- Become familiar with court proceedings, including the terminology and syntax involved. It might be advisable to take a court interpreting course or to acquire court interpreting experience in state courts. The latter is particularly useful in preparation for the FCICE Oral Examination.

3.7 Day before the Written Examination

On the day or evening before the test, it might be helpful if you:

- Take a few minutes to review the sample questions and directions in this Examinee Handbook. Hours of intense study the night before the examination probably will not help your performance and might cause you to feel anxious. A quick review of the information studied earlier will probably make you feel more comfortable and better prepared.
- Gather the materials you need to take to the test center and put them in a place convenient for you before you leave for the test. Use the following checklist:
 1. admission letter;
 2. picture identification (you will not be admitted to the test center without it);
 3. directions to the testing site (if necessary);
 4. three sharpened No. 2 pencils with erasers.
- Get a good night's sleep before the examination. Go to bed early. Staying up late may leave you too tired to do your best work during the examination. Relax. Go to a movie, watch television, or read a book to take your mind off the exam.
- Make sure that you know where the test site is located. **If you are from out of town, it is advisable to visit the test center the day before, if possible, so that you may time**

yourself in getting to the site. Allow enough time to arrive 20 minutes early. Being delayed by heavy or stalled traffic is not a viable reason for late entry into the examination.

3.8 Procedures for the day of the Written Examination

On the day of the test:

- Eat and drink something before the test. You will not be allowed to bring food or drink into the test center.
- Arrive early. The proctor of the examination will not allow anyone entrance to the test center after the test has started. Starting time is the local time for all administrations. The actual starting time of the examination may vary at different centers due to pre-administration procedures. The test takes 2 ½ hours. You should expect to be at the test center for 4 hours in order to complete pre-test and post-test tasks.
- Bring your admission letter and No. 2 sharpened pencils with you to the test site. You will need the identification number printed on your admission letter to enter on your answer sheet.
- Leave dictionaries and reference materials at home. Leave your cell phone, beeper, Palm Pilot, and other electronic devices at home or in the car. **These items will not be permitted in the testing room, and test staff will not be responsible for their security while you are taking the examination.**
- You will be admitted to the test center only if you have a valid admission letter and an acceptable form of government-issued picture identification.
- Follow test center procedures. The staff at each center observes certain standard procedures to ensure that every examinee has equal testing time and that the operation of the center meets the criteria for standardized administration of the Administrative Office of the U.S. Courts. The success of the test administration depends in part on your following these procedures.
- Do not telephone test center proctors in advance. They have neither the authority nor the information necessary to admit anyone until the day and time of the test. Call CPS Human Resource Services.
- The proctor will tell you when to start and when to stop working on the examination.
- Smoking, eating, or drinking are not permitted in the testing room.
- Except for official observers, visitors are not permitted.

- You may take a watch (without an alarm) to the center to pace yourself during the examination. However, the official time is kept by the test center proctor.
- During the test, refrain from any unnecessary talking. You may not give or receive help, or use books, papers, or aids of any kind. Do not read or work on the test during a time not authorized by the proctor or remove testing materials from the testing room. Candidates may only be excused from the testing room during an examination when they follow procedures announced in advance by the local test proctor.
- Use the restroom before the exam begins.
- During the test, work quickly and accurately. Do not waste time. Mark items whose correct answer you are not sure of; after finishing the test, go back and review your answers. Show what you know and can do.

3.9 Suggested study references for the Written Examination

Barron's 1001 Pitfalls in English Grammar. (1986). Barron's Educational Series (ISBN 0-8120-3719-7).

Escarpanter, J. (1995). *Cómo eliminar los errores y dudas del lenguaje*, Editorial Playor (ISBN 84-359-0388-5).

Fernández de la Torriente, G. (1997). *Cómo aumentar su vocabulario 1*, Editorial Playor, (ISBN 84-359-0124-6).

Mikkelson, H. (1995). *The Interpreter's Edge; Turbo Supplement*, Monterey, CA: ACEBO (ISBN 1-880594-13-7).

Moliner, M. (1998). *Diccionario de uso del español*, Editorial Gredos (ISBN 84-249-1974-2).

The following Websites have been recommended by a native English speaking examinee candidate who found them useful as sources of practice material for Spanish grammar. Candidates who explore these resources should be mindful that their accuracy has not been verified by authoritative review.

<http://www.indiana.edu/~call/ejercicios.html>

<http://www.unc.edu/courses/span003/gram.html>

http://www.willamette.edu/~bortega/Ejercicios/Ejercicios_2m.htm

<http://www.lamc.utexas.edu/spex/siteindex.php#top>

PART 4

INFORMATION ABOUT THE ORAL EXAMINATION

4.1 Purpose and description of the Oral Examination

The FCICE Oral Examination is a performance test that lasts approximately 40 minutes. The purpose of the FCICE is to determine whether a person seeking certification is minimally competent for immediate work in the federal courts. Consistent with this purpose, the Oral Examination assesses functional proficiency during actual task performances required for court interpretation (Etilvia Arjona, 1985, p.185).

Functional proficiency means that the interpreter can accurately conserve the meaning of a source language when rendering it into a target language, without embellishments, without omissions, and without altering the style or “register” of speech. The interpreter must be able to do this while keeping up with the routine pace of court proceedings. The tasks required of interpreters in court include interpreting in the simultaneous and consecutive modes and sight translations of documents. The criterion for minimal competency was determined by the original architects of the examination to be accuracy at the 80% level in a testing situation. The passing score on the examination is, therefore, 80% as measured by preselected words or phrases that are embedded in the examination text to be used as objective scoring units.

The Oral Examination consists of five parts that represent activities interpreters are required to do in court, namely: interpreting in the consecutive mode, interpreting in the simultaneous mode, and sight translation of documents (English to Spanish and Spanish to English). The activity of simultaneous interpretation is performed in two contexts: the context of extended monologue speech and the context of witness examination, which involves relatively short exchanges between two speakers. All test parts are simulations of what interpreters do in court.

The five parts of the examination are:

Sight translation: English to Spanish

Sight translation: Spanish to English

Consecutive interpreting: Spanish to English; English to Spanish

Simultaneous interpreting into Spanish – monologue speech

Simultaneous interpreting into Spanish – witness testimony

4.2 Examination validity, reliability, and field testing

As is true for the Written Examination described previously in Section 3, examination specifications also guide the development of the Oral Examination. The specifications ensure that all versions of the examinations are valid, reliable, and similar to each other in structure and content. The meanings of test *validity* and *reliability* have been previously explained in Section 3.4 and are not repeated here. Test validity is achieved by ensuring that the tasks candidates perform in the test match the tasks that interpreters must perform on the job, as described above in Section 4.1. Validity also requires that the test content is appropriate. Appropriateness of texts used in the examination is achieved in two ways. First, source material is based on actual court transcripts or written documents presented in court. Second, the test texts derived from these transcripts are reviewed by experienced professionals (judges, lawyers, and interpreters) who have found them to be representative of the language typically encountered in court. The *reliability* of the examination is ensured through a combination of qualitative and quantitative measures. Qualitative measures include standardized approaches to test writing and selection of the scoring units used for test rating, standardized guides for rating the scoring units, and intensive training of the raters who apply the guides. Especially important to reliability in scoring is the use of multiple raters; the opinions of three experts must converge in determining when interpretations of scoring units are correct or incorrect. Quantitative measures include the collection and analysis of item-level data and the application of standard statistical techniques for test evaluation, including multiple measures of examination reliability, overall internal validity, and the validity of individual items as predictors of overall score.

Field testing is used prior to finalizing an examination to verify that the procedural techniques used to ensure validity and reliability have worked as intended. For the field test, the completed examinations are administered to a group of approximately 50 candidates who are as similar in composition as possible to the individuals who are expected to take the test routinely. After the tests are administered, statistical and qualitative evaluations are completed to determine that the test content – especially the scoring units and scoring guides – are working as intended. If necessary, adjustments may then be made prior to finalizing the test for routine administration.

4.3 Administering and scoring the Oral Examination

The Oral Examination is administered to candidates on an individual basis in testing rooms where the candidate and three expert interpreters are present. The expert interpreters administer the examination and evaluate the candidate's performance. These highly skilled professional court interpreters have passed the FCICE themselves, and they are trained as a group immediately prior to serving as test raters.

The Oral Examination is scored objectively using 220 pre-selected words and phrases that occur in the text and which are accompanied by documentation of examples of correct and incorrect interpreted renderings. These are called “scoring units” or “keywords.” The test raters listen to the candidate's performance live during the test and may also review the candidate's recorded performance to verify what was said if any question arises. When the interpretation is into Spanish, the examiners consider correct any rendering that would be acceptable in *any variety of Spanish* where the word or expression is known to the raters as accepted usage or when it is

found in a standard dictionary, providing that it is also at the appropriate register. The criterion for passing the examination requires the candidate to render 80% of the scoring units correctly.

Everything said in the testing room is tape recorded. This means that the candidate's performance is preserved for later review by the examining group of raters or by another rating team. As a matter of procedure, a random 10% of the tests are rerated by an independent rating team. In addition, performances that are scored below but very close to passing are automatically referred to a second rating team.

As a supplement to the objective scoring procedure, raters also complete a structured holistic evaluation. This holistic evaluation provides the candidate with an indication of the strengths and weaknesses of the candidate's performance that day with respect to qualities that do not compute directly into the objective score. In rare cases, the holistic evaluation may also promote a candidate with an objective score that is below but very near the pass point into the "pass" category.

4.4 Development of the Oral Examination

The Oral Examination was written by expert interpreters with an extensive background in preparing and rating interpreter examinations for federal and state court systems. The test writers were advised and assisted by a team of language professionals serving as an examination development advisory committee whose areas of expertise include court interpreting, linguistics, language testing, and language teaching. The qualifications of test writers include the following, in approximate priority order:

- practicing interpreter with federal certification;
- prior test writing experience;
- advanced degree in language;
- experience as test rater for FCICE or analogous state tests; and
- experience as an interpreter trainer.

Members of the examination development advisory committee reviewed and commented on examination design, considered and suggested policy regarding examination design and implementation, reviewed and commented on test content, assisted in collection of source texts for examination materials, assisted in evaluation of source text appropriateness, and assisted in identification of Oral Examination raters.

Selection of base documents around which the test is constructed was the first substantive activity in test development. Base documents were chosen from among a large corpus of court transcripts stored in digital form. Source documents were edited to bring the document to the length (number of words) required by the structural specifications. A second phase of editing took place as scoring units were selected and other fine-tuning was done to bring the text script into compliance with the structural specifications for the examination (for example, overall length, length of utterances in consecutive, and types and distribution of scoring units in each test part).

After a complete draft was created for a test part, test writers prepared examples of what acceptable and unacceptable renderings of the scoring unit would be during interpretation. Every unit has at least one initial example of an acceptable rendering. Most scoring units also have at least one example of an unacceptable rendering. During pretest training of raters and field testing of the examination, additional examples of acceptable and unacceptable renderings were noted and compiled. Field testing also revealed deficiencies in scoring units, and these units were replaced as a result. Deficiencies might have included an unclear meaning of a word in the source text material, and too many or too few words included in the designated unit.

After the test drafts were written, they were widely distributed for review. There were three types of review: 1) a review by judges and lawyers that focused on the substantive appropriateness of texts and scoring units (content validity); 2) a linguistic review by professional interpreters and linguists familiar with varieties of Spanish usage and the specific linguistic challenges of Spanish-English interpreting; and 3) consideration of the cultural appropriateness of texts. *A major purpose of the review was to ensure that native speakers of both English and Spanish from many different parts of the country and different native origins agreed that the examination does not include words or phrases that are arcane or used in a way that is unique to a particular region or country.* The standard was: if the reviewers were familiar with the meaning of the word or phrase in context as it appeared in the test text, then the unit was fairly and validly included in the examination.

4.5 Discussion of the individual parts of the Oral Examination

Sight translation: English to Spanish

This part of the test requires the candidate to read an English document of approximately 230 words and interpret it aloud in Spanish. This part of the test represents 10% of the test weight (22 scorable units), and the candidate is allowed 5 minutes to complete the task. Documents used for this part of the examination are typically based on police reports, presentence investigation reports, or affidavits of witnesses. These reports include a wide range of language and generally involve factual descriptions of events or personalities.

Sight translation: Spanish to English

The Spanish to English sight translation is of the same length and weight as the English to Spanish sight translation. Documents used for this part of the examination are typically based on formal legal documents that are written in fairly high register (formal) Spanish. Examples would include affidavits taken before a notary, letters written to judges by educated individuals, or excerpts from legal documents.

Consecutive interpretation

This part of the examination is administered as a role-play of the questioning of a witness by a lawyer. It is about 850-900 words in length, and the candidate is allowed 15 minutes to complete this part of the test. Candidates may take notes. During the examination one test administrator will read English language questions directed to the witness, and another administrator will read Spanish language answers to those questions, while the candidate serves as the interpreter. Source texts for this part of the examination are transcripts from direct or cross-examination of a witness during actual trials where the testimony is given by a Spanish speaking person. Texts in

this portion of the examination always include examples of lower register speech, including profanity and idiomatic usage.

Simultaneous interpretation – monologue speech

This part of the examination requires the candidate to listen to and simultaneously interpret a recorded speech monologue by a lawyer. The candidate wears a set of headphones to listen to the recording and speaks aloud so that her or his performance can be recorded on a separate recording machine. The speech is entirely in English, and the interpreter interprets into Spanish as would be required to assist a Spanish speaking defendant during a trial. The speech represents either an opening or closing argument to a jury and is approximately 840 words in length. The recording is made at an average of 120 wpm and takes about 7 minutes. Texts in this section are typical of discourse delivered to jurors who are average speakers of English. Language register will vary between higher and lower registers as the lawyer covers matters of law and fact in combinations of formal and casual persuasive speech patterns.

Simultaneous interpreting – witness testimony

This part of the examination again requires the candidate to listen to recorded speech using a headphone set. For this part of the test, however, the source texts are in question-and-answer form, taken from transcripts of testimony by English-speaking witnesses. The text length is about 600 words at a varying speed of delivery that approximates normal courtroom speech, up to 160 wpm. Often these source texts will include evidence presented by law enforcement officers or technical experts. Vocabulary in these texts will include a greater amount of specialized terminology than in the consecutive interpreting task, but the texts do not include highly unusual or technical vocabulary that would be unfamiliar to educated native speakers of English.

4.6 More on scoring units

Scoring units are particular words and phrases that are selected because they represent various features of language that interpreters encounter in their work and must render accurately and completely without altering any of the meaning or style of speech. The examiners determine as a group whether those scoring units are interpreted correctly or incorrectly.

Scoring units are classified into three general categories and nine specific types.

Grammar and usage

A. Grammar/verbs

Features of grammar, especially verbs, that may not be handled appropriately by the unsophisticated user of the two languages.

B. False cognates/interference/literalism

Terms or phrases that are likely to invite misinterpretation due to interference by one language on the other (e.g., false cognates, awkward phrasing, or terms or phrases susceptible to literal renditions resulting in loss of precise meaning).

General lexical range

C. General vocabulary

This category includes vocabulary of general usage, including that of more and less well educated speakers. It also includes any general lexical item or set of items not easily classified elsewhere among the scoring units.

D. Legal terms and phrases

Any legal word or phrase of a legal or technical nature or which is not common in everyday speech but is commonly used in legal settings.

E. Idioms/sayings

Idioms are sets of words whose meaning as a whole is different from the meaning of the individual words. “Sayings” includes famous sayings from literature, history, etc.

Conservation

F. Register and slang or colloquialisms

Words and phrases of unquestionably high or low register that can be preserved in the target language but might be lowered or raised (e.g., curses, profanity, taboo words).

G. Numbers/names

Any number (e.g., street address, weight of person or object, measurements such as distance) or name (e.g., person, court, street, town).

H. Markers/intensifiers/emphases/precision

Any word or phrase giving emphasis or precision to a description or statement (e.g., adverbs, adjectives).

I. Embeddings/positions

Words or phrases likely to be omitted due to position (e.g., at the beginning or in the middle of a long sentence; the second in a string of adjectives or adverbs) or function (e.g., tag questions).

4.7 Procedures for the day of the Oral Examination

Preparation

The FCICE Oral Examination requires candidates to demonstrate their interpreting skills. Because these skills need to be developed gradually and improved over time, it is not possible to prepare for the test at the last minute. Therefore, candidates are unlikely to gain anything by study or practice on the examination day. Candidates will probably benefit more by relaxing and building confidence.

Before leaving home, candidates should double check to make sure they have identification with them and that they know where to go. Dictionaries and reference materials should be left at home. Cell phones, beepers, Palm Pilots, and other electronic devices should also be left at

home or in the car. Candidates should only bring their admission letter, identification documents, keys, and wallet or small purse to the testing site. Remember that official photo identification will be required at check-in time, and that only the following will be accepted (current or issued within the last 5 years):

- Driver's license or State DMV I.D. card
- U.S. passport or passport issued by a foreign government
- U.S. Military I.D. card

Timely appearance

Most importantly, candidates should leave nothing to chance in regard to the test appointment time! Please plan to arrive at the test waiting area at least 10 minutes early. Allow time to find the facility. Candidates should locate the facility in advance if they do not know exactly where it is. If the facility is a hotel or large courthouse, also allow time to find the specific room where the testing will take place. Candidates who drive to the site must make sure to park where they do not have to worry about getting a ticket.

The examination will take approximately 45 minutes. Candidates should expect to be at the test center for a minimum of one hour to complete pre-test and post-test tasks, but allow up to 2 hours in case there are unforeseen delays.

Visitors

Visitors are not permitted in the testing room, except for official observers.

Waiting area

There will be a waiting area clearly marked with signs somewhere in the facility. If the facility is a hotel, look for information on the hotel's "events" bulletin board. Otherwise, signs will be posted at the appropriate entrance of a public facility. The examination waiting area will be indicated under the title National Center for State Courts (or CPS Human Resource Services) Interpreter Examination. The waiting area may be in a hallway and may not have many chairs or extra room. It is best if friends or spouses not plan to wait with you in the waiting area.

The examination itself – what you can expect

The FCICE lasts about 45 minutes. All portions of the examination are timed to ensure fairness. When you enter the examining room, you will see the examiners sitting at a conference table. The table will be equipped with a tape recorder to record your performance and a compact disk player that is used to play the simultaneous parts of the examination that you will interpret. The examiners will introduce themselves and show you where to place your personal belongings. You will be asked to take a seat opposite the examiners and then complete the registration process. Part of the registration process is reading the policy statement on test security and completing an oath of confidentiality. The examiners will begin recording the session when registration is complete, and they will ask you to identify yourself for the tape. The next step is to give you instructions on taking the exam. You will be informed of the standards to be applied to your interpretation (no adding or deleting, maintain the style and tone of the speaker, and so on). Then the actual examination will begin.

Sight translation

Before you begin, the instructions for the sight translation will be read to you. When the instructions are over, you will be given the first text, a one-page, double-spaced document for translation from English to Spanish. It will be a report or affidavit containing colloquial language and perhaps some justice system jargon. The purpose of this text is to determine whether you have a good command of language typically found in police reports, pre-sentence investigation reports, or witness affidavits, and to see if you are able to maintain the register, or language level, of the original in your interpreted version. You will be allowed exactly five minutes to render the translation. A timer will be set before you begin. First you will read through the text to be translated; if you have not begun your translation within a minute and a half, you will be told to begin. It is a good idea to practice sight translation with a timer so that you will know how long five minutes is and what you can accomplish in that period. If you have not finished your sight translation in the allotted five minutes, you will be told to stop.

Next you will be given the text for sight translation from Spanish to English. This will be a one-page, double-spaced document dealing with a law-related context. It could be an affidavit, excerpt from a contract, court judgment or similar document. The procedure for this part will be the same as for the English to Spanish sight translation: you will have 5 minutes altogether, and if you have not started interpreting after a minute and a half, you will be asked to start.

Simultaneous interpreting – monologue section

This portion of the examination will take about 7 minutes, with about 1 additional minute of introductory speech on the recording. Like the others, it begins with explicit instructions that will be read to you by an examiner. Then you will be given a set of headphones, and one of the examiners will play the recording for you to interpret. The recording will begin with some introductory matter to allow you to adjust the volume and get a sense of the pace of the speech. Then you will be advised when the test itself is about to begin and after that you will begin interpreting from English to Spanish. The text will be an opening or closing statement by an attorney. The register will vary from highly formal language to colloquial usage, and you will be expected to remain true to the style and tone of the source-language message in your interpretation. The speed of this portion of the exam, 120 words per minute, is slower than speech in an actual courtroom setting.

Consecutive interpreting

The consecutive interpretation portion may last up to 20 minutes. Again, the examination administrator will read you the instructions for this section, and then you will begin the consecutive portion. The consecutive portion will simulate a trial setting in which an English-speaking attorney asks questions of a Spanish-speaking witness. The examiners will read the parts from scripts; one examiner will read the English part and another will read the Spanish part. The examiners will be looking to see if you are able to interpret all the details of the questions and the testimony accurately while maintaining the register of the original. Some statements will be very long (up to 50 words in length), and you will not be allowed to interrupt the speakers. Therefore, you will be allowed to take notes.

During the exam, you will be allowed to ask for up to two repetitions. If you do ask for a repetition, the speaker will repeat the entire question or answer, not just the part you missed. You

must interpret the entire repetition, even if you have interpreted part of the question or answer already.

Simultaneous witness testimony

The consecutive section is followed by another simultaneous interpretation section, this one about six minutes long. Again, the examination administrator will read instructions to you before you begin interpreting. Then you will be given the headphones, and the examiner will play the recording. There will again be an introduction before you must begin interpreting, but somewhat shorter than the introduction to the monologue. When the examination recording begins, you will hear an attorney cross-examining a witness, and all questions and answers will be in English, to be interpreted into Spanish. As with the consecutive portion, one witness will speak at an informal level, and the other will be more formal. This section of the examination is faster than the simultaneous monologue, up to 160 words per minute and an average of 150 words per minute. Because it involves testimony, the speakers will alternate in rapid succession, and you will have to pay close attention to follow the exchange. They will most likely be dealing with technical subjects (expert witness testimony on laboratory tests, for example).

Conclusion of the examination

The test is over when you finish the simultaneous witness testimony section. You should expect the examination administrator to rewind your tape briefly to check the recording. Then you will collect your belongings and be escorted from the room. You will be asked to leave the waiting area and refrain from any discussions with other examinees.

4.8 Suggestions on how to prepare for the Oral Examination

The FCICE Oral Examination requires candidates to *demonstrate* their interpreting skills. Because these skills need to be developed gradually and improved over time, it is not possible to prepare for the test at the last minute. Preparing for the Oral Examination should include an hour or two practicing interpreting skills every day. Reading widely and developing an extensive vocabulary in both English and Spanish must have been done already if the candidate has passed the prerequisite Written Examination. Candidates should continue or even intensify these practices before taking the Oral Examination.

To make an initial assessment of readiness to take the Oral Examination, it is suggested that candidates refer to Part 5 of this Handbook, entitled **Self-Assessment of Readiness to Take the FCICE**. A high score on both Sections 5.2 and 5.3 means that a person may be ready to take the Practice Oral Examination Test found in Part 7 of this handbook. Otherwise, the candidate should work to improve skills before taking the Practice Test.

Sources for practice materials

Preparing for the Oral Examination involves intensive practice. Excellent practice materials for court interpreting are available through ACEBO, a private company, and from the University of Arizona Agnese Haury Institute for Court Interpretation. *The Interpreter's Edge Third Edition*, *Interpreter's Edge Turbo Supplement*, and *The Interpreter's Companion* are distributed by ACEBO. *Interpretapes* (vols. I, II, III) are available from the University of Arizona. The materials can be obtained by writing, calling, or ordering by e-mail using the information

provided below. Both resources also provide detailed information about their products on their websites. Website addresses are also provided below.

ACEBO

Post Office Box 7485,
Spreckels, California 93962, USA
Phone: (831) 455-1507
FAX: (831) 455-1541
E-mail: orders@acebo.com
Website: <http://www.acebo.com/>

Agnese Haury Institute for Court Interpretation
University of Arizona
Modern Languages Building, Room 445
Tucson, Arizona 85721, USA
Phone (520) 621-3615
FAX (520) 624-8130
Website: <http://nci.arizona.edu/index.shtml>

Practice Test

An Oral Examination Practice Test is provided as part of this handbook (Part 7). The Practice Test was developed in parallel with the actual tests and is very similar to them. Some parts are not as long as the actual tests. The Practice Test material also includes recorded examples of passing performances. Candidates who faithfully follow the Practice Test procedure will be in a good position to gauge how they might be able to perform on the actual test.

PART 5

SELF-ASSESSMENT OF READINESS TO TAKE THE FCICE

5.1 Introduction

On the following pages are two sets of questions to help you assess your readiness to take the Federal Court Interpreter Certification Examination.

Language proficiency

Language proficiency is the first prerequisite to success as an interpreter. Three subsets of questions relating to speaking, listening, and reading in English and Spanish are provided to help you assess your level of language proficiency.

“Can Do” Interpreter Self-Assessment

If you are satisfied with the results of the Language Proficiency assessment, or if you simply want to know more about what is required for court interpreting, proceed to this list of 29 “can do” statements.

5.2 Self-rating of proficiency in English and in Spanish

Following is a three-part self-rating exercise, based on the US Government language proficiency skill level descriptions, for individuals who are considering registration for the Federal Court Interpreter Certification Examination (FCICE). The three parts are:

- A. speaking proficiency
- B. listening proficiency
- C. reading proficiency

A key to help you apply your self-ratings of language proficiency readiness to take the FCICE is found at the end of the exercises.

A. Self-rating of speaking proficiency in English and Spanish

Read and consider the following four descriptions of speaking proficiency. Afterwards, decide which description most accurately represents your overall speaking proficiency in English and Spanish. If your language proficiency is substantially better than one level but not consistently as good as the next higher level, select the appropriate "plus" level.

Fill in the box below the appropriate number.

1.1 English – Speaking				1.2 Spanish – Speaking			
2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	2+ <input type="checkbox"/>	3+ <input type="checkbox"/>	4+ <input type="checkbox"/>		2+ <input type="checkbox"/>	3+ <input type="checkbox"/>	4+ <input type="checkbox"/>

2. Limited working proficiency. I can handle informal conversations successfully. I can begin, continue, and bring to completion a variety of communicative tasks. I can handle most everyday social conversation with some confidence, but not with facility, including casual conversations about current events, work, family, and autobiographical information. I can narrate and describe events occurring in the past, present, and future. I have control of everyday vocabulary sufficient to discuss general topics of a concrete nature.

2+

3. General professional proficiency. I can participate effectively and with ease in both formal and informal conversations on abstract and professional topics as well as practical and social topics. I can discuss my particular interests and fields of competence with ease. In conversation, I can answer objections, clarify points, justify decisions, state and defend policy, or give a briefing. I show some breadth of vocabulary. I make occasional errors with low frequency and complex language, but these almost never impede communication.

3+

4. Advanced professional proficiency. I can speak the language fluently and accurately and with a high degree of effectiveness, reliability, and precision for all representational purposes within the range of my personal and professional experience and scope of responsibilities, even when communicating in sophisticated and demanding conversations. I can communicate effectively with varied audiences, purposes, tasks, and settings. If a nonnative speaker, I may exhibit a slight foreign accent, although this never disturbs the native listener.

4+

5. Educated native proficiency. I speak the language as well as a highly articulate, well-educated, native speaker. I can use the language with complete flexibility and intuition, so that my speech on all levels is fully accepted by, and equivalent to, a well-educated native speaker in all of its features, including breadth of vocabulary, colloquialisms, and pertinent cultural references. My pronunciation is consistent with that of an educated native speaker of a standard dialect of the language.

B. Self-rating of listening proficiency in English and Spanish

Read and consider the following four descriptions of listening proficiency. Afterwards, decide which description most accurately represents your overall listening proficiency in English and Spanish. If your language proficiency is substantially better than one level but not consistently as good as the next higher level, select the appropriate "plus" level.

2.1 English – Listening				2.2 Spanish – Listening			
2	3	4	5	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2+	3+	4+		2+	3+	4+
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Limited working proficiency. I can understand face-to-face speech in standard pronunciation spoken at a normal pace, with some repetition and rewording even when spoken by a native speaker who is not used to speaking to people with limited proficiency in this language. I can understand speech dealing with everyday topics, common personal and family news, well-known current events, and routine work matters. I can understand descriptions of different places and narrations about past, current, and future events. I can follow the essential points of the average discussion on work-related topics in my field. I can understand the facts, such as reported in news broadcasts, but I do not grasp inferred meanings or implications expressed through more complex language.

2+

3. General professional proficiency. I can understand the essentials of all speech in standard pronunciation, including discussions within my field of interest or specialization. I can follow accurately the essentials of conversations between educated native speakers of the language, reasonably clear telephone calls, radio broadcasts, news stories, oral reports, some oral technical reports, and public presentations on non-technical subjects. I can infer meanings that are not directly stated. I have trouble understanding native speakers if they speak very quickly or use dialect or slang.

3+

4. Advanced professional proficiency. I can understand all forms and styles of speech pertinent to my social and professional needs. This includes speech involving extensive and precise vocabulary, subtleties and nuances in standard dialects of the language, and technical discussion on professional topics within the range of my knowledge. I can understand language tailored to different audiences and purposes, including persuasion, representation, counseling, and negotiating. I can readily infer meanings and implications. I can easily understand all social conversations, radio broadcasts, and phone calls. I may experience some difficulty understanding speech heard under unfavorable conditions, such as through a poor quality loudspeaker or radio or in a noisy room.

4+

5. Educated native proficiency. I can fully understand educated and academic speech, abstract and professional discussions, regional dialects, highly colloquial speech, jokes and puns, and speech in noisy places or heard under unfavorable acoustic conditions. My comprehension of the language is fully equivalent to that of a well-educated native-speaker.

C. Self-rating of reading proficiency in English and Spanish

Read and consider the following four descriptions of language proficiency. Afterwards, decide which description most accurately represents your overall reading proficiency in English and Spanish. If your language proficiency is substantially better than one level but not consistently as good as the next higher level, select the appropriate "plus" level.

3.1 English – Reading					3.2 Spanish – Reading				
2	3	4	5		2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2+	3+	4+			2+	3+	4+	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2. Limited working proficiency. I can read simple written material in print on subjects I am familiar with. I am able to read straightforward, familiar, and factual material with only some misunderstandings. I can locate the main ideas and details in material written for the general public. I can read uncomplicated prose on familiar subjects. I can generally comprehend most news articles involving description or narration of current events, travel, food, and music. I can also comprehend simple biographies, social notices, personal correspondence, routine business letters, and simple technical material written for the general public.

2+

3. General professional proficiency. I can read a variety of materials on unfamiliar subjects with normal speed and almost complete comprehension. I can fully understand news stories or international news items in magazines, routine correspondence, editorials, and general reports. I can understand technical reports and other materials in my field of specialization even when they include hypothesis, argumentation, and supported opinions. I can read and comprehend literature, including short stories, novels, and plays. I can usually read between the lines, if necessary. I rarely have to reread general vocabulary; however, I may have some difficulty with unusually complex structures or low frequency idioms.

3+

4. Advanced professional proficiency. I can read nearly all styles and forms of the language pertinent to academic and professional needs fluently and accurately. I can readily follow unpredictable turns of thought and author intent in such materials as sophisticated editorials, specialized journal articles, professional documents, and complex literary texts, as well as any subject directed to the nonspecialized reader. I can also read legal documents and legal texts written for the general reader and documents from earlier periods containing archaic forms of language.

4+

5. Educated native proficiency. I can fully understand extremely difficult and abstract prose, including general legal and technical material, as well as contemporary and classical literature. I can read classical or archaic forms of writing as well as a well-educated native. I can read a wide variety of handwritten documents. My speed and comprehension are equal to that of a well-educated native reader.

Interpreting your self-ratings.

Speaking. Federal court interpreters must have a broad and precise vocabulary, excellent grammar, pronunciation that is always easily intelligible, fluency, and naturalness of expression in both languages. Language experts generally agree that FCCIs are usually a 4+ in one language and 5 in the other. Many are a 5 in both. Some federal court interpreters may be only a 4 in one language if they have excellent interpreting skills and are always intelligible. If your speaking skills are not at least a 4 in both languages, you may wish to improve your speaking skills before taking the FCICE.

Listening. The listening skills of a typical FCCI are at the same high level as the speaking skills. That is, one must be at least a 4 in both languages, and preferably higher. In addition, one must have the ability to retain what one hears, decode it, and then encode it rapidly in the other language.

Reading. FCCIs are highly literate in both languages although they may be somewhat more literate in one than the other. Language experts generally agree that the typical profile is probably a 4 in one language and a 5 in the other. One needs to be at least a 3+ in both languages in order to comprehend the kinds of documents that the court interpreter may have to translate orally to a defendant or to the court.

5.3 “Can Do” Interpreter Self-Assessment

An extensive list of “Can Do” statements follows. Read each statement and circle the answer that most accurately describes your current ability or skill. Although the FCICE examination is specific to court interpreting, the questions related to interpreting skills are intended to be general in nature. You should answer those questions about interpreting skill based on your own interpreting experience. If you have no experience or other basis on which to make a self-assessment of the activity or skill described in the question, do not circle any answer and go on to the next question.

A key to help you apply your self-ratings of the Can Do assessment of readiness to take the FCICE is found at the end of the exercises.

1. When speaking a standard variety of Spanish, I can use correct pronunciation and intonation without any significant effort.
 - A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never
2. I am able to understand standard varieties of Spanish usage from any country in the Spanish-speaking world.
 - A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never
3. When listening to nonstandard varieties of Spanish, I can comprehend speakers without any significant extra effort.
 - A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never
4. When engaged in conversations with native speakers, I am able to speak Spanish fluently and can incorporate regional colloquialisms and slang expressions.
 - A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never

5. I am able to render precise, accurate interpretations from Spanish into English without omissions or additions.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never
6. When interpreting from Spanish into English, I am able to maintain the speaker's register (formal versus informal language) in terms of level and complexity of vocabulary and sentence construction.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never
7. I can render interpretations from Spanish into English promptly without hesitation.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never
8. I am able to read and understand articles of general interest written in standard Spanish.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never
9. I am able to read and understand technical material written in Spanish such as legal documents, probation or social services reports, medical reports, etc.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never

10. I can read and understand correspondence in Spanish that may be written in an archaic or semi-literate manner.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never
11. I can read any Spanish document out loud in English promptly, precisely, and accurately without hesitation, omissions or additions.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never
12. When listening to varieties of spoken English other than standard American English, I can comprehend speakers without any significant extra effort.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never
13. When watching the nightly news on English language television, I can simultaneously render the newscaster's speech into Spanish without falling behind.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never
14. I am able to render precise, accurate interpretations from English into Spanish without omissions or additions.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never

15. When interpreting from English into Spanish, I am able to maintain the speaker's register (formal vs. informal language) in terms of level and complexity of vocabulary and sentence construction.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never
16. I can render interpretations from English into Spanish promptly without hesitation.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never
17. When engaged in conversation, I can speak standard American English with correct pronunciation and intonation.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never
18. When engaged in conversation, I am able to speak English fluently and can incorporate regional colloquialisms, slang terms, and slang expressions.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never
19. I am able to read and understand technical material written in English such as legal documents, probation or social services reports, medical reports, etc.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never

20. I can read any English document out loud in Spanish promptly, precisely, and accurately without hesitations, omissions, or additions.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never
21. I am able to interpret *consecutively* in both directions what the speaker is saying.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never
22. I am able to interpret every oral utterance, even those embarrassing to me or other court participants, in either direction.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never
23. When going in either direction and when interpreting consecutively or simultaneously, I am able to monitor my own interpretations and correct my own mistakes.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never
24. I am able to research the meaning of specific words and terms efficiently and effectively.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never

25. When going in either direction and when interpreting consecutively or simultaneously, I am able to interpret effectively under pressure of time constraints, adversarial settings, and in emotionally charged circumstances.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never
26. When interpreting consecutively in either direction, I am able to comprehend and retain conversation or testimony as long as necessary in order to render an accurate interpretation.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never
27. If someone reads a passage to me that is descriptive (what something looks like or something that happened), I can remember and repeat back what I heard word-for-word even if the passage is as many as 30-40 words long.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never
28. I speak clearly and can adjust the loudness of my speech so that I am audible to the intended audience in both intimate and public interpreting settings.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never
29. I am able to efficiently take notes when interpreting consecutively while preserving the natural flow of question and answer.
- A. always
 - B. most of the time
 - C. frequently
 - D. rarely or never

KEY

If you can answer “A” or “B” to questions 1 to 29, you are ready to take the FCICE Examination. If you skipped or answered “C” or “D” on more than a few questions, then you may want to gain additional experience as a court interpreter before taking the examination, or you may want to pursue additional formal study or immersion training in English or Spanish.

PART 6

PRACTICE WRITTEN EXAMINATION AND KEY

6.1 Introduction to the Practice Test for the FCICE Written Examination

The Practice Test that is available in downloadable PDF format and provided in this section is based on the same test specifications as the FCICE Written Examination. This Practice Test was field tested on September 15, 2001, along with other forms of the test, which are now designated as operational forms. The Practice Test is similar in difficulty, although not exactly identical, to the operational forms.

In order to determine your readiness for the FCICE Written Exam, we suggest that you print or copy this Practice Test and then take it under timed conditions. Allow yourself 2.5 hours to take the test. On each page where questions appear, circle the one answer that you believe to be the correct answer to each question.

After finishing the test, compare your responses with the official key, which is found at the end of the Practice Test. In this handbook, the key is found immediately following the last item in the Practice Test.

Since you may not use a dictionary or other reference materials while taking the official FCICE Written Examination, do not use a dictionary or other reference materials while taking the Practice Test.

In order to score the Practice Test, compare your circled response with the official key. Next to each item, place a C if you answered the item correctly, and an X if you answered it incorrectly. Then, count the number of questions with a C in Section 1 and then the number in Section 2. If you answered 80% correct in each section, you passed the Practice Test. A score of 80% is equivalent to 64 correct answers in each section.

After scoring the test, go back and examine each question with an X next to it. Analyze the question. Ask yourself, what does this question test? Each item tests some aspect of grammar, type of vocabulary, reading comprehension skill, or ability to render appropriately from one language to another. Write down what is being tested on the test booklet and on a separate sheet of paper. Be as specific as appropriate, so that you can utilize that information to identify and

study similar material in preparation for the official examination. Continue likewise for all questions with an X. Examine the list of skills tested by questions that you did not answer correctly. Then, study material similar to this until you are confident that you can handle similar questions in the future.

Later on, copy or print out another copy of the Practice Test and repeat the process. When you are satisfied that you are ready to take the official test, register online or by mail to take it.

Disclaimer: While each form of the FCICE emanates from the same test specifications, you are unlikely to receive the same score on an official form as you received on the Practice Test. However, your score on an official test probably will not vary by more than 12% from the score you received on the Practice Test the first time you took it under the exact simulated conditions, unless your readiness to take the Written Examination has improved significantly.

English Section

PART I: Reading Comprehension

Directions: Read the following text adapted from an article published in a U.S. newspaper. Answer the questions that follow, choosing the alternative (A, B, C, D) that best answers each question, according to the meaning of the text. Mark your choices on your answer sheet.

More Nuclear Power Equals More Risk

Despite all the talk about nuclear power as the environmentally clean response to electricity shortages and global warming, many Americans are understandably wary. The administration would do well to note the public's concerns about the combination of human fallibility and mechanical failure that can set off catastrophic accidents at nuclear plants and concerns about the link between nuclear waste and nuclear weapons.

The nuclear industry's safety and security claims are often misleading. Its spokespeople still insist the Three Mile Island accident demonstrated that the core of a light water reactor is far more resistant to a meltdown than had been previously thought. They do not acknowledge that the core at the Three Mile Island plant was within hours of an uncontrolled melt with Chernobyl-like consequences when a shift supervisor finally figured out that thousands of gallons of cooling water had poured undetected from a valve that was stuck open.

Though the nuclear industry claims it is being crippled by overregulation, its powerful friends on Capitol Hill have threatened budget cuts to make the Nuclear Regulatory Commission (N.R.C.) compliant. The N.R.C. has begun a process of granting life extension to America's 104 power reactors, for example, despite a rash of forced shutdowns due to equipment failures caused by aging. And the agency has decided not to take enforcement action against weak security at nuclear plants: guards at half the nation's nuclear power plants have failed to repel mock attackers in N.R.C.-supervised exercises that test the protection of reactor safety systems against sabotage.

A push for nuclear power is not the way to meet America's urgent energy needs. New plants cannot be brought on line quickly enough to offset present electricity shortages, which many experts believe are caused primarily by limited capacity for transmission, not production problems. Nor can using nuclear plants make a big dent in global warming. Two-thirds of the emissions of carbon dioxide, a major greenhouse gas, are from transportation or other sources not related to power generation. Worldwide, it would take 3,000 nuclear plants to replace all coal plants, yet that increase would reduce carbon emissions by only 20 percent.

A rapid expansion of nuclear power would compound the existing dangers of nuclear weapons proliferation. Iran, for example, has pledged to put the reactors it will build under international inspection, but is still suspected of using civilian nuclear power as a cover for a nascent nuclear weapons program. Is it reasonable to assume that millions of kilograms of plutonium, separated from reactor wastes, can be kept secure from terrorists and radical states looking to make an atomic bomb? This is the ultimate question requiring an answer before nuclear power is looked to as the solution to climate and energy worries.

Energy efficiency measures, like using the best available existing technology for air conditioning, lighting and electric motors, could offset the need to build any new nuclear plants. Renewable energy sources and other alternative energy systems could provide new, clean ways to generate power. There are better alternatives to a reliance on nuclear power.

1. Why are the nuclear industry's security claims misleading?
 - A. Overregulation limits the security of a plant.
 - B. The claims fail to acknowledge the facts.
 - C. Nuclear power cannot be adequately controlled.
 - D. Use of nuclear power entails unknown dangers.
2. How has the N.R.C. responded to threatened cuts in its budget?
 - A. by shutting down aging equipment
 - B. by increasing public service announcements
 - C. by staging mock attacks on plant security guards
 - D. by ignoring concerns over weak security
3. What is the projected impact on global warming of an increase in nuclear power?
 - A. Emissions of carbon dioxide would drop by 20 percent.
 - B. Very little improvement in global climate would occur.
 - C. Nuclear plants would make a big dent in the trend.
 - D. Carbon emissions would be reduced by two-thirds.
4. What is the author's purpose in writing this article?
 - A. to promote finding alternatives to building more nuclear reactors
 - B. to close down nuclear facilities and transport all waste to safe storage
 - C. to prevent the possible spread of acts of terrorism at nuclear sites
 - D. to increase the production of coal-burning plants instead of nuclear facilities

Directions: Read the following text adapted from an article published in a U.S. newspaper. Answer the questions that follow, choosing the alternative (A, B, C, D) that best answers each question, according to the meaning of the text. Mark your choices on your answer sheet.

Europeans Suing U.S. Tobacco Companies

The European Commission announced that it had filed a civil lawsuit in the United States against two major U.S. tobacco companies, seeking damages for what the suit calls the companies' involvement with organized crime in smuggling cigarettes into Europe. In the suit, the executive body of the European Union accused the two tobacco companies of using money laundering, wire fraud and other activities in on-going smuggling operations. Officials at the two companies, not surprisingly, denied involvement with smugglers and raised questions about why the suit had been filed in the United States.

The case is the latest sign of frustration among government officials in Europe who believe that they lose billions of dollars in tax and other revenues due to illicit sales of American cigarettes believed to involve U.S. manufacturers. The British government has opened investigations into the world's second largest tobacco company, which it suspects of illegally importing cigarettes into Britain. And officials at the European Union said several EU countries would probably file suits of their own over loss of revenue.

U.S. officials have not ignored the possible involvement of the tobacco industry in illegal activities. A North Carolina court has been investigating allegations that tobacco companies knowingly sell to dealers who resell American cigarettes to European smuggling rings. In one example, the suit claims that cigarettes were sold by a company's Florida office to a South American company, which then arranged for the cigarettes to be shipped to a warehouse in Rotterdam. There, paperwork was generated to show that the cigarettes were intended for the Canary Islands but, in fact, they were shipped to Barcelona, Spain.

The problem has arisen because faced with little or no growth of sales in the United States, American tobacco companies have aggressively expanded their overseas sales and marketing. But American brands are subject to taxes and import duties which make them very expensive in high tax countries – as much as \$6.50 a pack in some European markets. Industry analysts say the vast discrepancy in taxes on cigarettes in Europe makes Europe an easy target for smugglers. Since the European Union has open borders, transporting cigarettes from low-tax to high-tax countries is easy. Smugglers avoid high taxes by illegally importing cigarettes into low-tax countries and moving the product. They are then able to sell the cigarettes for 20 to 30 percent less than the legal price. Experts have estimated that the countries that make up the European Union lose about \$1.5 billion a year in taxes and duties because of black market cigarettes.

The European Commission said it seeks injunctions to prevent further smuggling, and it also seeks financial compensation for what the suit claims has been billions of dollars in tax losses suffered by European markets.

Trying to use U.S. courts to address smuggling has been attempted before. In 1999, Canada sued a major U.S. company for \$1 billion in federal court, maintaining that the company conspired to

smuggle tobacco products into Canada to avoid taxes. However, that case was dismissed on the grounds that American courts cannot be used to collect another country's taxes.

5. Other than denials of illegal activities, what was the response of the companies to the lawsuit filed by the European Union?
 - A. They questioned U.S. jurisdiction regarding the suit.
 - B. They denied producing cigarettes for export to European nations.
 - C. They claimed that U.S. products do not threaten the European market.
 - D. They challenged the quality of the evidence presented in the case.
6. What conditions combine to make Europe a target for smuggling activities?
 - A. open borders and the ease with which smugglers move
 - B. a high tax on tobacco products and a high profit from criminal activity
 - C. differences in American and European cigarette taxation
 - D. the countries' different tax policies and the open borders
7. What does the European Commission seek in its lawsuit?
 - A. compensation for loss of revenues due to tax evasion
 - B. the right to sell cigarettes in the U.S. and Canada
 - C. compensation for the cost of controlling smuggling
 - D. the right to sue U.S. companies for selling cigarettes in Europe
8. What is a precedent for this lawsuit?
 - A. a federal investigation by a North Carolina court
 - B. a Canadian suit against a U.S. company
 - C. a British suit against the world's No. 2 tobacco company
 - D. a case filed in Spain against the European Union

Directions: Read the following segment from U.S. Code, Title 21, Section 881 (a) (b). Answer the questions that follow, choosing the alternative (A, B, C, D) that best answers each question, according to the meaning of the text. Mark your choices on your answer sheet.

Sec. 811. Authority and criteria for classification of substances

(a) Rules and regulations of Attorney General; hearing

The Attorney General shall apply the provisions of this subchapter to the controlled substances listed in the schedules established by section 812 of this title and to any other drug or other substance added to such schedules under this subchapter. Except as provided in subsections (d) and (e) of this section, the Attorney General may, by rule:

(1) add to such a schedule or transfer between such schedules any drug or other substance if he:

- (A) finds that such drug or other substance has a potential for abuse, and
- (B) makes with respect to such drug or other substance the findings prescribed by subsection (b) of section 812 of this title for the schedule in which such drug is to be placed; or

(2) remove any drug or other substance from the schedules if he finds that the drug or other substance does not meet the requirements for inclusion in any schedule. Rules of the Attorney General under this subsection shall be made on the record after opportunity for a hearing pursuant to the rulemaking procedures prescribed by subchapter II of chapter 5 of title 5. Proceedings for the issuance, amendment, or repeal of such rules may be initiated by the Attorney General (1) on his own motion, (2) at the request of the Secretary of Health and Human Services ("the Secretary"), or (3) on the petition of any interested party.

(b) Evaluation of drugs and other substances

The Attorney General shall, before initiating proceedings under subsection (a) of this section to control a drug or other substance or to remove a drug or other substance entirely from the schedules, and after gathering the necessary data, request from the Secretary a scientific and medical evaluation, and his recommendations, as to whether such drug or other substance should be so controlled or removed as a controlled substance. In making such evaluation and recommendations, the Secretary shall consider the factors listed in paragraphs (2), (3), and (4) of subsection (c) of this section and any scientific or medical considerations involved in paragraphs (1) and (5) of such subsection. The recommendations of the Secretary shall include recommendations with respect to the appropriate schedule, if any, under which such drug or other substance should be listed. The evaluation and the recommendations of the Secretary shall be made in writing and submitted to the Attorney General within a reasonable time. The recommendations of the Secretary to the Attorney General shall be binding on the Attorney General as to such scientific and medical matters, and if the Secretary recommends that a drug or other substance not be controlled, the Attorney General shall not control the drug or other substance. If the Attorney General determines that these facts and all other relevant data constitute substantial evidence of potential for abuse such as to warrant control or substantial evidence that the drug or other substance should be removed entirely from the schedules, he shall

initiate proceedings for control or removal, as the case may be, under subsection (a) of this section.

9. What power is granted to the Attorney General in subsection (a)?

- A. to evaluate drugs
- B. to petition concerned individuals
- C. to classify substances
- D. to rule on drug legality

10. How may an individual get a substance classified as controlled?

- A. by petitioning the Attorney General
- B. by testifying in the pertinent hearing
- C. by obtaining a favorable ruling
- D. by having it included in a schedule

11. What action must the Attorney General take to initiate the removal of a drug from a schedule?

- A. request a recommendation from the Secretary
- B. conduct a hearing on the matter
- C. obtain a favorable ruling
- D. evaluate all relevant scientific research

12. What is the purpose of subsection (b)?

- A. to set the time period for submission of reports requested from the Secretary
- B. to establish the health decisions that are binding on the Attorney General
- C. to recommend substance scheduling according to their potential for abuse
- D. to provide the basis for determining whether a substance will be controlled

Directions: Read the following court form. Answer the questions that follow, choosing the alternative (A, B, C, D) that best answers each question, according to the meaning of the text. Mark your choices on your answer sheet.

WAIVER OF CONFLICT OF INTEREST

The United States Constitution gives every defendant the right to effective assistance of counsel. When one lawyer represents two or more defendants in a case, the lawyer may have trouble representing all of the defendants with the same fairness. This is a conflict of interest that denies the defendant the right to effective assistance of counsel. Such conflicts are always a potential problem because different defendants may have different degrees of involvement. Each defendant has the right to a lawyer who represents him/her and only him/her.

This kind of conflict of interest can be dangerous to a defendant in a number of ways. A few examples are:

The Government may offer to recommend a lesser sentence to one defendant if he cooperates with the government. His/her lawyer ought to advise him/her on whether or not to accept this offer. But if the lawyer advises him/her to accept the offer, it may harm the cases of the other defendants, who are also his clients.

The Government may let a defendant who is not as involved as other defendants plead guilty to lesser charges than the other defendants. After the guilty plea, however, the Government may require the defendant to testify. The lawyer who represents more than one defendant might recommend that the first defendant not plead guilty to protect the other defendants that he represents; or the lawyer might recommend that the first defendant plead guilty, which might harm the cases of the other defendants.

Sometimes one of the defendants represented by a lawyer will take the stand to testify on his own behalf. In order to represent the other defendants fairly the lawyer should question the defendant on the stand as completely as possible. However, he may not be able to do that because he cannot ask the defendant as a witness about anything that the defendant has told him in confidence.

The best defense for a single defendant often is the argument that while the other defendants may be guilty, he is not. A lawyer representing two or more defendants cannot effectively make such an argument.

Evidence that helps one defendant might harm another defendant's case. When one lawyer represents two or more defendants, he might offer or object to evidence that could help one defendant if it harms the other defendant's case.

The Court advises defendants against representation by a lawyer who also represents other defendants in the same case. The Court urges each defendant to obtain a lawyer who will represent him/her and only him/her. Each defendant has the right to a lawyer of his/her own. Each defendant can also give up that right, if he/she chooses.

I have read the above statement, and I understand it fully. I know I have a right to an attorney of my own, but I want to give up this right. I want _____ as my lawyer, even though he represents one or more of the other defendants in this case and he might have a conflict which would not be in my best interest.

DONE AND ORDERED before the Court in _____, this _____ day of _____.

13. Who might sign this waiver?

- A. defendants with a potential conflict of interest
- B. defendants who will testify on their own behalf
- C. defendants in multiple defendant cases
- D. defendants who want a new attorney

14. What right is given up by this waiver?

- A. the right to fairness in court representation
- B. the right to effective assistance of counsel
- C. the right to plea bargain with the government
- D. the right to testify in one's defense at trial

15. What is the reason for including examples in this document?

- A. to show that various defendants should not rely on the same evidence
- B. to illustrate the implications of cooperating with the government
- C. to specify possible good arguments the defense may employ
- D. to illustrate potential problems in effective defense of co-defendants

16. To what conflict of interest does this document refer?

- A. that between an attorney and his/her defendants
- B. that between cooperating defendants and others
- C. that between an attorney and a cooperating defendant
- D. that between defendants and multiple witnesses

PART II: Usage

Directions: For each of the following sentences, choose the alternative (A, B, C) that best replaces the underlined portion. If the original sentence is the best, mark option D (no change).

17. The fire chief used sound judgment when he denied the homeowners request for a fire permit.
- A. homeowners to request
 - B. homeowner's to request
 - C. homeowner's request
 - D. no change
18. Gathering crucial information regarding a crime depends on let the interviewee talk under controlled conditions.
- A. letting the interviewee talk
 - B. letting talk the interviewee
 - C. let talk the interviewee
 - D. no change
19. Projections for the next fiscal year indicate that tobacco tax revenue will decrease at a marked faster rate than in the last five years.
- A. markedly faster
 - B. markedly fast
 - C. marked more fast
 - D. no change
20. The defendant waived his right to been tried by a jury.
- A. to be tried
 - B. of being tried
 - C. for being tried
 - D. no change
21. Art works that have been fractured into thousands of pieces can be repaired by a computer program that sorts out which fragments belong next to others, much as like solving a digital jigsaw puzzle.
- A. much similar to
 - B. much like
 - C. some like
 - D. no change

22. Dust particles not only create air pollution, but can damage some air pollution control devices.
- A. not only creates air pollution
 - B. not only they create air pollution
 - C. not only can they create air pollution
 - D. no change
23. The new material is very light, and it yet is durable.
- A. it is yet durable
 - B. yet it is durable
 - C. it is durable yet
 - D. no change
24. The criminals were harshly punished because of the heinous nature of the crime.
- A. punished very harsh
 - B. hardly punished
 - C. punishedly hardly
 - D. no change
25. Psychological and behavioral changes associated with amphetamine dependence include tension, impaired judgement, and inability to enjoy what were previously pleasurable.
- A. that can be
 - B. what was
 - C. what can be
 - D. no change
26. Water transferred to the air from the leaves of plants primarily through a process called transpiration.
- A. transferring
 - B. is transferring
 - C. is transferred
 - D. no change
27. Retail sales are expected to increase next month, after the fall advertising campaign begins and stores stock up on back-to-school merchandise.
- A. advertisement
 - B. add
 - C. advertise
 - D. no change

Directions: From among the four alternatives (A, B, C, D) choose the one that best replaces the underlined portion of the sentence.

28. The suspects apparently knew that the victim was loaded.
- A. was carrying a weapon
 - B. was very angry
 - C. had many connections
 - D. had a lot of money
29. The candidate who lost the election took it in stride.
- A. got very depressed
 - B. accepted it well
 - C. became frustrated
 - D. blamed only himself
30. We are not sure whether the new executive will cut the mustard.
- A. get along with colleagues
 - B. be a good leader
 - C. promote the company
 - D. make the grade
31. The employees were floored when the promotions were announced.
- A. pleased
 - B. unhappy
 - C. shocked
 - D. excited
32. Ms. Jones is the best candidate hands down.
- A. available
 - B. up to this time
 - C. without counting votes
 - D. without doubt

Part III: Error Detection

Directions: In the following sentences three segments are underlined and followed by a letter (A, B, C). One of these segments might contain an error. Choose the segment that contains the error and mark your choice on your answer sheet. **If the sentence does not contain an error, mark D (No error).** There may be grammatical, syntactic, or semantic errors. There is not more than one error in a sentence.

33. The lack of consistency in the analyses (A) submitted by (B) the various experts were (C) appalling.
No error (D)
34. This appraisement (A) is sought for (B) the purpose of advising the heirs on (C) the market value of said property. No error (D)
35. The news regarding the stock market upturn (A) have been (B) well received by investors worldwide (C). No error (D)
36. When a defendant accepts a plea agreement, he or she (A) is (B) required to admit guilty (C). No error (D)
37. A new study raises (A) questions about whether the current procedure use to (B) define lead poisoning is stringent enough (C). No error (D)
38. During his deposition (A), the driver told a complete different (B) version of how (C) the accident had occurred. No error (D)
39. The economic recovery plan that the local government opted for (A) is quite different from (B) the one (C) recommended by the International Monetary Fund. No error (D)
40. Interest rates for (A) home mortgage loans have fallen (B) twice as more than (C) predicted by banking industry experts. No error (D)
41. A drug that (A) helps asthma sufferers breathe (B) has been recalled by their (C) manufacturer. No error (D)
42. Company executives are beginning to realize (A) that they were far too optimistical (B) about a rise in (C) the value of their stock. No error (D)

Directions: The six sentences that follow form a paragraph. In each sentence three segments are underlined and followed by a letter (A, B, C). One of these segments might contain an error. Choose the segment that contains the error and mark your choice on your answer sheet. **If the sentence does not contain an error, mark D (No error).** There may be grammatical, syntactic, or semantic errors. There is not more than one error in a sentence.

43. Two recent reports point out (A) that low-cost or free health care is unavailable often (B) for the more than (C) 800,000 uninsured in Chicago. No error (D)
44. Researchers scrutinized (A) five of the area's major hospitals (B) to determine whether were the hospitals (C) making information about free care readily available. No error (D)
45. None (A) of the hospitals had readily available written information (B) about hospital policies regarding free care (C). No error (D)
46. Becoming ill (A) while not insured (B) can mean long waits, emergency care with no follow-up, and financially (C) ruin. No error (D)
47. The uninsured are not necessarily (A) the unemployed, whom (B) may qualify for (C) Medicaid. No error (D)
48. They (A) work service jobs that do not offer (B) insurance and do not pay enough for the workers buy (C) insurance themselves. No error (D)

PART IV: Synonyms

Directions : From among the four alternatives (A, B, C, D), choose the one closest in meaning to the underlined word in the sentence.

49. Some factors are detrimental to the interrogation process.
- A. inappropriate
 - B. unique
 - C. inherent
 - D. harmful
50. The reporter discovered an old snippet of the news coverage of the incident.
- A. excerpt
 - B. film
 - C. draft
 - D. tape
51. Negative test results might prove nothing regarding parentage.
- A. adulthood
 - B. lineage
 - C. longevity
 - D. infirmity
52. The man's actions have caused a great deal of havoc in the community.
- A. concern
 - B. activity
 - C. confusion
 - D. gossip
53. Her behavior was a travesty of her profession.
- A. specialization
 - B. misrepresentation
 - C. mockery
 - D. glorification
54. She seemed very smug regarding her success.
- A. self-satisfied
 - B. snotty
 - C. self-sufficient
 - D. snide

55. Interrogators should not risk losing trustworthiness.
- A. concentration
 - B. faithfulness
 - C. momentum
 - D. credibility
56. Small animals may cache seeds in a variety of locations.
- A. hoard
 - B. seek
 - C. ingest
 - D. detect
57. The friction skin furrows of fingerprints are usually visible.
- A. follicles
 - B. wrinkles
 - C. circles
 - D. grooves
58. The mayor was adamant about the need for wider streets in the neighborhood.
- A. distressed
 - B. unyielding
 - C. displeased
 - D. unconcerned
59. Sulfuric acid particles contribute to the polluting smog that engulfs some cities.
- A. disenfranchises
 - B. degrades
 - C. circumvents
 - D. envelops
60. The meteorologists studied the tornado's aftermath.
- A. potency
 - B. impact
 - C. path
 - D. tail

61. Her brashness made her known throughout the company.
- A. discretion
 - B. effectiveness
 - C. diffidence
 - D. heedlessness
62. Most members of the community saw Mr. Jeffers as nothing more than a crotchety old man.
- A. venial
 - B. malleable
 - C. cantankerous
 - D. sickly
63. The implicit objective of the bill was to placate dissenting factions.
- A. mollify
 - B. alienate
 - C. prevent
 - D. weaken
64. The ancient writings recounted the city's splendor and debauchery.
- A. opulence
 - B. mysteriousness
 - C. gastronomy
 - D. decadence

PART V: Best Translation

Directions: For each of the underlined segments in sentences that follow, choose the alternative (A, B, C, D) closest in meaning to the underlined word or phrase. In choosing your answer, consider the context of the underlined portion and what the translation of the entire sentence would be.

65. El testigo ni siquiera se inmutó cuando el juez le dirigió la palabra.
- A. showed no weariness at all
 - B. did not appear remorseful
 - C. did not even bat an eye
 - D. was not willing to testify
66. Luego de que lo hicieran parar, el conductor se bajó del carro y caminó tambaleándose hasta la acera.
- A. staggered
 - B. teetered
 - C. swayed
 - D. stumbled
67. Me pagan cada ocho días.
- A. once a week
 - B. each eight days
 - C. every fortnight
 - D. every eight days
68. En su discurso, el candidato a la presidencia hizo hincapié en que su partido estaba enteramente comprometido con la superación del analfabetismo.
- A. entirely in agreement with
 - B. firmly compromised in
 - C. totally committed to
 - D. completely compromised in
69. En el presente acuerdo se estipula, entre otras condiciones, el monto de los honorarios.
- A. the present
 - B. this
 - C. said
 - D. the current

70. El abogado le solicitó al funcionario que expidiera el documento lo más pronto posible.
- A. asked the official to issue
 - B. requested the clerk to deliver
 - C. asked the functionary to expedite
 - D. requested prompt issuance of
71. El derecho de asilo no podrá ser invocado contra una acción judicial realmente originada por delitos comunes o por actos opuestos a los propósitos de las Naciones Unidas.
- A. a legal action truly brought for misdemeanors
 - B. a judicious action based on really common offenses
 - C. prosecution genuinely arising from nonpolitical crimes
 - D. proceedings initiated to address veritable felonious acts
72. Hablando en nombre de su representada, el letrado reiteró su total inocencia en cuanto a los hechos que se le imputan.
- A. represented
 - B. party
 - C. representative
 - D. client

Directions: For each of the underlined segments in the news item that follows, choose the alternative (A, B, C, D) closest in meaning to the underlined word or phrase. In choosing your answer, consider the context of the underlined portion and what the translation of the entire paragraph would be.

Tres delincuentes, que se dedicaban a asaltar vehículos de transporte pesado a lo largo de la Panamericana, fueron intervenidos por agentes de la policía luego de una espectacular persecución. La captura de Roberto Solano Vidal se efectuó cerca de las 14 horas. El mencionado sujeto fue sindicado (73) como uno de los autores (74) del asalto contra Gregorio Molina Pastor, chofer de la empresa de transportes La Costa, por un monto de mercadería valorizada en (75) 250 mil nuevos soles. A raíz de (76) su captura se continuó con el seguimiento y se capturó a los otros implicados.

73.

- A. charged
- B. identified
- C. stopped
- D. arrested

74.

- A. perpetrators
- B. suspects
- C. participants
- D. authors

75.

- A. for
- B. of
- C. in
- D. at

76.

- A. In view of
- B. Relying on
- C. Following
- D. Considering

Directions: For each of the underlined segments in the excerpt from the court document that follows, choose the alternative (A, B, C, D) closest in meaning to the underlined word or phrase. In choosing your answer, consider the context of the underlined portion and what the translation of the entire paragraph would be.

DILIGENCIA DE INFORMACIÓN DE DERECHOS

En cumplimiento de lo dispuesto (77) en el artículo 419 del Código de Enjuiciamiento Criminal se procede a poner en conocimiento del epigrafiado que ha sido detenido por un presunto (78) delito de hurto menor (79), así como los derechos que le asisten, consistentes, fundamentalmente, en:

1. – Designar Abogado y solicitar que esté presente en su declaración e intervenga en todo reconocimiento de identidad que se le efectúe. En otro caso, se le designará de oficio (80).

77.

- A. Pursuant to the provisions
- B. According to the deposition
- C. Complying with the dispositions
- D. In fulfillment of what is designated

78.

- A. presumed
- B. assumed
- C. alleged
- D. underlying

79.

- A. minor thievery
- B. petty theft
- C. minor stealing
- D. larceny

80.

- A. the court will appoint an attorney for him
- B. an official will be appointed to represent him
- C. he will nominate an attorney by official letter
- D. an attorney will be designated from the roster

Sección de español

PARTE I: Comprensión de lectura

Instrucciones: Lea el texto siguiente, adaptado de un artículo publicado en un periódico latinoamericano, y conteste las preguntas que le siguen, escogiendo la alternativa (A, B, C, D) que mejor responda a cada pregunta según el significado del texto leído. Marque la respuesta en el espacio correspondiente de la hoja de respuestas.

Intimidad e Internet

Son prácticas comunes en Internet el envío de e-mails o correo electrónico de punto a punto, la participación en grupos de debate o de “chateo” y la navegación por los sitios o páginas de la World Wide Web, todo lo cual sistemáticamente deja un registro digital permanente e identificable. Lo mismo sucede con la adquisición de bienes y servicios, sobre todo si se utilizan medios de pago no anónimos como las tarjetas de crédito. Vía Internet además circula gran cantidad de datos llamados “transaccionales”, que son aquellos que se generan para asegurar conexiones correctas y son atribuibles a personas determinadas.

Estas operaciones cotidianas involucran el procesamiento de datos personales o nominativos que pueden ser recopilados, almacenados y cruzados indebidamente o sin autorización de su titular. El problema se agrava ante la existencia de software o programas filtros capaces de buscar en la red, seleccionar y recopilar todos los datos disponibles sobre una persona específica, por ejemplo, revisando los grupos de debate en que haya participado. Tales datos, cuando se relacionan con ocupaciones, gustos, preferencias, compras realizadas, etc., de hecho ya han sido vendidos para realizar marketing directo.

La protección del derecho a la intimidad o a la privacidad de las personas frente al procesamiento electrónico de información nominativa en el espacio virtual, es un tema que suele ser abordado en las Leyes de Protección de Datos, las que incorporan principios fundamentales sobre dicha materia, tales como que los antecedentes nominativos deben ser recopilados y almacenados sólo cuando resulten pertinentes para el propósito que se persigue, o que debe garantizarse a quienes navegan en el ciberespacio que la información que se obtenga sobre ellos estará destinada a fines legítimos.

Frente al tema del “Anonimato en Internet”, en diciembre de 1997 la Comisión Europea adoptó bajo ese nombre la Recomendación N°3/97. El texto fue elaborado por un grupo de trabajo sobre protección de las personas en lo que respecta al tratamiento de datos nominativos, y apunta a promover la utilización de datos anónimos para evitar que se identifiquen los usuarios de Internet, de manera tal que naveguen sin temor a que la información sobre su persona luego pueda ser usada indebidamente.

El tema de fondo es la pretensión del anonimato para las comunicaciones en línea, lo cual, evidentemente, debe ser conciliado con intereses superiores o de orden público. Se trata de un conflicto típico entre el derecho a la intimidad y el derecho a la información; cuando el segundo es reclamado por un Estado para cumplir con su papel promocional y asistencial (por ejemplo, saber el número de personas seropositivas para planificar políticas de salud), no cabría la posibilidad de hablar de la primacía de la privacidad. En cuanto a los datos nominativos del ciberespacio, en casos tales

como difusión de pornografía infantil, tráfico de drogas, fraudes financieros o infracciones al derecho de autor, no podría reclamarse anonimato alguno, porque se estaría posibilitando la impunidad. Lo importante es que se respete el principio de la proporcionalidad al aplicarse cualquier medida restrictiva en este campo, como lo ha indicado el Tribunal Europeo de Derechos Humanos.

81. ¿Qué consecuencia tienen los usos más comunes y corrientes de la Internet?

- A. el asiento de los datos nominativos de los usuarios
- B. la adquisición de bienes y servicios con datos personales
- C. el empleo de software que almacena datos personales
- D. la investigación ilícita de preferencias personales

82. ¿Cuál es uno de los principios fundamentales de la protección de datos nominativos?

- A. El anonimato de quienes operan en el ciberespacio está garantizado por ley.
- B. Las operaciones en la Internet se acogen a las Leyes de Protección de Datos.
- C. Está prohibido recopilar datos que no cumplan un fin determinado o lícito.
- D. Se prohíbe la venta de los datos de quienes participan en grupos de debate.

83. ¿En qué caso debe primar el derecho a la información?

- A. cuando el Estado lo ejerce para poder cumplir sus funciones
- B. cuando es necesario hacer un recuento de las personas seropositivas
- C. cuando se llevan a cabo campañas de marketing directo
- D. cuando los titulares de los datos quieren ingresar a la Internet

84. ¿Cuál es la conclusión del autor?

- A. No es factible que se cumpla el propósito de las Leyes de Protección de Datos.
- B. El derecho a la privacidad es tan importante como el derecho a la información.
- C. La Comisión Europea ha abierto el camino en cuanto a la conservación de datos.
- D. El anonimato no quedará protegido si no se implementan medidas restrictivas.

Instrucciones: Lea el texto siguiente, adaptado de una noticia publicada en un periódico español, y conteste las preguntas que le siguen, escogiendo la alternativa (A, B, C, D) que mejor responda a cada pregunta según el significado del texto leído. Marque la respuesta en el espacio correspondiente de la hoja de respuestas.

Un juicio que pone a prueba a la humanidad

El Gobierno de Sudáfrica y las compañías farmacéuticas se han enfrentado esta semana en la Corte Suprema de Pretoria, en un juicio que deberá decidir la constitucionalidad de una ley promulgada en 1997, que permite el acceso a medicamentos esenciales a un precio más barato del ofertado por las monopolísticas compañías farmacéuticas.

Como ha señalado una organización no gubernamental local que lucha para que los enfermos de SIDA puedan medicarse, el juicio de Pretoria es un símbolo para todos los países pobres, puesto que lo que en realidad se está discutiendo es si el derecho a la salud de millones de enfermos en los países del Sur debe someterse al derecho a la protección de las patentes de las compañías farmacéuticas, todas ellas afincadas en los países ricos donde la población sí tiene acceso a sus medicamentos.

Cuando en 1994 se constituyó el primer Gobierno postapartheid, la situación sanitaria sudafricana era demoledora: sólo el 20% del gasto en medicinas iba al sector público, al que accedía el 80% de la población, mientras que el 80% se destinaba al sector privado, que, a su vez, cubría las necesidades del 20% de la población restante.

La ley de 1997 fue una de las principales medidas tomadas por el Gobierno para facilitar el acceso a los medicamentos en un país que tiene, además, la cifra más elevada del mundo de personas seropositivas, con un total de 4,2 millones, lo que representa el 20% de la población. Dicha ley permite fabricar medicamentos genéricos contra el SIDA y abre la posibilidad de comprarlos a otros países que, como India, los venden a un precio más barato que el que imponen los laboratorios sudafricanos propietarios de las patentes, representantes todos ellos de los grandes laboratorios europeos y norteamericanos. Pero la ley nunca ha podido ponerse en práctica porque ha quedado bloqueada por la batalla jurídica que las compañías farmacéuticas empezaron en 1998.

Según cifras facilitadas por organizaciones no gubernamentales internacionales, un año de medicación contra el sida cuesta en Estados Unidos y Europa entre veinte y treinta mil dólares. Esta cifra podría reducirse a 400 dólares si se utilizaran productos genéricos.

Las compañías farmacéuticas amparan su batalla judicial contra el Gobierno en las nuevas reglas sobre el comercio internacional, después de la creación, en 1994, de la Organización Mundial de Comercio, y en los acuerdos sobre la propiedad intelectual que, en el caso de las patentes farmacéuticas, permiten su explotación durante veinte años antes de que se conviertan en un bien público. Aparentemente, este plazo debería servir para estimular la inversión en investigación, pero la realidad, se quejan las organizaciones no gubernamentales, es que la investigación se destina principalmente a enfermedades del mundo rico.

Más de mil millones de personas entran en el siglo XXI sin haber podido aprovechar la revolución sanitaria, ha denunciado la Organización Mundial de la Salud. Este desequilibrio sanitario y humanitario puede derivar en una gran explosión política porque la gente en los países pobres sabe que existen los medicamentos que podrían ayudarles, pero saben también que no son para ellos, sino para los ricos.

85. ¿En qué reside lo simbólico del juicio que se está desarrollando en Pretoria?

- A. en que reafirmará el derecho de las compañías farmacéuticas a defender sus propiedad intelectual
- B. en que en realidad se decidirá si prima el derecho de protección de las patentes o el derecho a la salud
- C. en que afectará la capacidad de los propietarios de las patentes para competir en el mercado
- D. en que proveerá asistencia estatal a las personas seropositivas pobres para que paguen su tratamiento

86. ¿Cuál fue el propósito de la ley dictada en Sudáfrica en 1997?

- A. solucionar la demoledora situación sanitaria del país
- B. fomentar el mercado libre para los productos farmacéuticos
- C. procurar la fabricación de drogas genéricas contra el SIDA
- D. lograr la venta de medicinas esenciales a precios menores

87. ¿Qué establecen los acuerdos internacionales sobre protección de la propiedad intelectual en cuanto a las patentes farmacéuticas?

- A. que constituyen un bien público durante 20 años
- B. que están supeditadas a 20 años de investigación
- C. que tienen un plazo máximo de 20 años de vigencia
- D. que sin 20 años de investigación no son renovables

88. ¿Por qué, según el título, está a prueba la humanidad en este juicio?

- A. porque está en juego la compasión por la desgracia ajena
- B. porque todos los seres humanos están en tela de juicio
- C. porque se está comprobando la debilidad del hombre
- D. porque el mundo pobre ignora la revolución sanitaria

Instrucciones: Lea el texto siguiente, que proviene de un Código Civil, y conteste las preguntas que le siguen, escogiendo la alternativa (A, B, C, D) que mejor responda a cada pregunta según el significado del texto leído. Marque la respuesta en el espacio correspondiente de la hoja de respuestas.

DE LOS DELITOS Y CUASIDELITOS

Art. 1. El que ha cometido un delito o cuasidelito que ha inferido daño a otro, es obligado a la indemnización; sin perjuicio de la pena que le impongan las leyes por el delito o cuasidelito.

Art. 2. Puede pedir esta indemnización no sólo el que es dueño o poseedor de la cosa que ha sufrido el daño, o su heredero, sino el usufructuario o el usuario, si el daño irroga perjuicio a su derecho de usufructo o uso. Puede también pedirla en otros casos el que tiene la cosa con obligación de responder de ella, pero sólo en ausencia del dueño.

Art. 3. Es obligado a la indemnización el que hizo el daño, y sus herederos.

El que recibe provecho del dolo ajeno, sin ser cómplice en él, sólo es obligado hasta concurrencia de lo que valga el provecho.

Art. 4. Si un delito o cuasidelito ha sido cometido por dos o más personas, cada una de ellas será solidariamente responsable de todo perjuicio procedente del mismo.

Art. 5. El ebrio es responsable del daño causado por su delito o cuasidelito.

Art. 6. No son capaces de delito o cuasidelito los menores de siete años ni los dementes; pero serán responsables de los daños causados por ellos las personas a cuyo cargo estén, si pudiere imputárseles negligencia.

Art. 7. Toda persona es responsable no sólo de sus propias acciones, sino del hecho de aquellos que estuvieren a su cuidado.

Así el padre, y a falta de éste la madre, es responsable del hecho de los hijos menores que habiten en la misma casa.

Así los jefes de colegios y escuelas responden del hecho de los discípulos, mientras están bajo su cuidado; y los artesanos y empresarios del hecho de sus aprendices o dependientes, en el mismo caso.

Pero cesará la obligación de esas personas si con la autoridad y el cuidado que su respectiva calidad les confiere y prescribe, no hubieren podido impedir el hecho.

Art. 8. Por regla general, todo daño que pueda imputarse a malicia o negligencia de otra persona debe ser reparado por ésta.

Art. 9. La apreciación del daño está sujeta a reducción, si el que lo ha sufrido se expuso a él imprudentemente.

Art. 10. Las imputaciones injuriosas contra el honor o el crédito de una persona no dan derecho para demandar una indemnización pecuniaria.

89. ¿A quién se debe indemnizar cuando se infiere un daño material?

- A. a los herederos del dueño del bien en caso de ausencia
- B. a quien sea dueño o tenga derecho de uso o usufructo del bien
- C. solamente a quien sea propietario del bien objeto del daño
- D. a quien esté a cargo de cuidar de la integridad del bien

90. ¿Quiénes están eximidos de responsabilidad penal al inferir un daño?

- A. Quienes tengan menos de 7 años y quienes sufran de demencia.
- B. Quienes tengan a su cuidado los alumnos de las escuelas.
- C. Los padres y madres cuyos hijos no habitan en la misma casa.
- D. Las personas que causen daños estando bajo influencia del alcohol.

91. ¿Cuándo dejan de ser responsables quienes están a cargo de terceros que ocasionan un daño?

- A. cuando no actúan con malicia ni negligencia
- B. cuando no pueden impedir la acción que resulta en el daño
- C. cuando el daño no merece indemnización pecuniaria
- D. cuando el daño no se imputa a un delito ni cuasidelito

92. ¿Qué ocurre con un daño resultante de la imprudencia de la propia acción del afectado?

- A. no hay obligación de pagar indemnización
- B. se puede reducir el monto de la indemnización
- C. no se presume que haya delito o cuasidelito
- D. las partes comparten la responsabilidad solidariamente

Instrucciones: Lea el texto siguiente, que proviene de un documento judicial, y conteste las preguntas que le siguen, escogiendo la alternativa (A, B, C, D) que mejor responda a cada pregunta según el significado del texto leído. Marque la respuesta en el espacio correspondiente de la hoja de respuestas.

**EN EL TRIBUNAL SUPERIOR DE PUERTO RICO
SALA DE CUYAMANGA**

SENTENCIA

En el presente caso se radicó una petición jurada de divorcio por consentimiento mutuo. Se señaló vista en sus méritos y comparecieron los peticionarios personalmente y representados legalmente.

El Tribunal examinó bajo juramento a ambos peticionarios y llegó a la conclusión de que la decisión de solicitar conjuntamente la disolución del vínculo matrimonial existente entre ellos no era producto de la irreflexión ni de la coacción.

Los peticionarios habían contraído matrimonio el día 12 de octubre de 1990 en San Juan, Puerto Rico, mismo durante el cual procrearon un hijo de nombre Damián.

De haber analizado las pruebas desfiladas y en virtud de lo resuelto en Durán Mora v. Elizondo Castillo 102 D.P.R. 251 (1977), el Tribunal declara Con Lugar la petición de divorcio y en consecuencia decreta disuelto el vínculo matrimonial existente entre los peticionarios.

En el ejercicio de su discreción y en el beneficio del hijo habido en el matrimonio que todavía es menor de edad, el Tribunal otorga su custodia y patria potestad a la madre.

El padre del hijo antes nombrado tendrá derecho a compartir con el mismo cuatro semanas al año durante los meses de julio y agosto. Las vacaciones de Semana Santa se alternarán anualmente entre el susodicho peticionario y la madre del menor. El peticionario asimismo asumirá los gastos de viaje del menor y su acompañante para las vacaciones, así como de su cuidado y manutención durante las mismas.

El peticionario pagará una pensión alimenticia para su hijo de diez mil cuatrocientos dólares anuales, a ser pagados en plazos bisemanales de ciento cuatro dólares. Dicha pensión deberá ser abonada a nombre de la peticionaria por depósito directo a su cuenta bancaria, con constancia al Tribunal, comenzando el 1 de abril del año en curso.

No procederá la modificación de las órdenes del Tribunal sobre las anteriores pensiones alimenticias excepto en el caso de que ocurran imprevistos o cambios significativos en las circunstancias de uno de los peticionarios o cuando se desconociere información pertinente al momento de dictar la Sentencia aunque no por culpa de la parte perjudicada por tal desconocimiento.

El Tribunal aprueba el acuerdo ya suscrito por las partes, y en consecuencia incorpora sus términos a la Sentencia y lo hace formar parte de la misma, que ordena la liquidación del régimen económico que existió entre los peticionarios con arreglo a lo acordado por ellos y apercibe a éstos de su fiel cumplimiento.

Dada en Cuyamanga, a 27 de marzo de 1994 por Miguel R. Botafogo, Juez Superior.

93. ¿Cómo se inició el proceso de divorcio?

- A. por decisión del tribunal competente
- B. por solicitud de ambos cónyuges
- C. por la comparecencia de la pareja
- D. porque lo petitionó la esposa

94. ¿De qué se valió el tribunal para llegar a su decisión?

- A. del interrogatorio al que sometió a ambos solicitantes
- B. del examen de la solicitud hecha por los peticionarios
- C. de los alegatos de los representantes de los solicitantes
- D. del contenido de documentos incorporados a la sentencia

95. ¿Cuál es el propósito de la sentencia?

- A. disolver el régimen económico de los cónyuges
- B. decidir los derechos de visita del padre
- C. disponer los términos de la custodia del menor
- D. decretar el divorcio de los peticionarios

96. ¿Cómo se dispuso de los bienes del matrimonio?

- A. mediante las órdenes dictadas por el tribunal en la sentencia
- B. a través de la disolución del vínculo matrimonial decretada por el juez
- C. de acuerdo a los informes económicos entregados por las partes
- D. según un acuerdo celebrado entre los cónyuges previo a la sentencia

PARTE II: Uso del idioma

Instrucciones: En las oraciones siguientes, escoja la mejor alternativa (A, B, C) para reemplazar la parte subrayada. Si la versión original es la mejor, marque D (Sin cambio) en su hoja de respuestas.

97. En las últimas elecciones primarias, votó un poco menos de la mitad de los inscritos en el partido.
- A. votó un poco menos que la mitad
 - B. votaron un poco menos que medio
 - C. votaron unos pocos menos de la mitad
 - D. sin cambio
98. En casi todos los países del mundo, la esclavitud estuvo abolida en el siglo XIX.
- A. fue absolvida
 - B. quedó abolida
 - C. se absolvió
 - D. sin cambio
99. Acogiendo una llamada hecha por el gobierno para establecer las bases de un diálogo que permita solucionar el conflicto laboral, la empresa decidió nombrar un mediador.
- A. que permite
 - B. que permitan
 - C. permitiendo
 - D. sin cambio
100. El acusado podrá hacer citar testigos una vez que se dé inicio a la causa.
- A. a pesar de
 - B. no obstante
 - C. con el fin de
 - D. sin cambio
101. Según el abogado defensor, lo más pésimo para su cliente fue el testimonio del perito.
- A. lo pésimo
 - B. lo más peor
 - C. lo peor
 - D. sin cambio

102. En la audiencia de ayer, el detenido fue negado la libertad condicional.
- A. el detenido se negó
 - B. al detenido se lo negó
 - C. al detenido se le negó
 - D. sin cambio
103. Muchas personas no leen lo escrito en letra pequeña en los contratos de préstamo que firman y así de repente se ven atrapados en un mar de deudas.
- A. así, de repente, se ven atrapadas
 - B. y así se ven de repente atrapados
 - C. de repente, así, se ven atrapadas
 - D. sin cambio
104. Los querellantes solicitarán al juez que él instruye a la otra parte sobre las distintas etapas procesales.
- A. instruya
 - B. instruyera
 - C. haya instruido
 - D. sin cambio
105. Tras la reforma, el Poder Judicial ha dejado de contar con muchas de las atribuciones que se le contemplaba la constitución.
- A. se lo contempló en
 - B. contempló
 - C. contemplaba
 - D. sin cambio
106. Desde que se ha hecho frecuente el uso de pruebas de ADN, han sido salvados muchos condenados a muerte.
- A. se salvaron
 - B. quedaron a salvo
 - C. se han salvado
 - D. sin cambio
107. La posibilidad de otorgar perdón presidencial a los condenados por meras faltas sencillamente no existe en muchos países.
- A. sencillamente no existen
 - B. no existen sencillamente
 - C. de modo sencillo no existe
 - D. sin cambio

Instrucciones: De las cuatro alternativas (A, B, C, D), escoja la mejor para reemplazar la parte subrayada de la oración. Marque su respuesta en el espacio correspondiente de la hoja de respuestas.

108. A la semana de haber comprado el carro se dieron cuenta de que les habían pasado gato por liebre.

- A. hecho un buen negocio
- B. hecho lesos
- C. cobrado el cheque
- D. dado un disgusto

109. Cuando iba de prisa por la acera, me di un tropezón y caí de bruces.

- A. de cabeza
- B. de golpe
- C. sin ruido
- D. boca abajo

110. El acusado frunció el entrecejo con la respuesta del testigo.

- A. arrugó el ceño
- B. separó las cejas
- C. lagrimeó
- D. pestañeó

111. Me quedó de perlas el traje que me regaló.

- A. ceñido
- B. llamativo
- C. perfecto
- D. elegante

112. La situación no es para estar con el alma en un hilo.

- A. contundente
- B. angustiado
- C. pendiente
- D. abrumado

PARTE III: Identificación del error

Instrucciones: En las preguntas siguientes hay una oración que tiene tres palabras o frases subrayadas. Entre éstas, identifique la que se debe cambiar para que la oración sea correcta y marque su selección en el espacio correspondiente (A, B, C) de la hoja de respuestas. **Si la oración original es correcta, marque D (Sin error).** Los errores pueden ser gramaticales, sintácticos o semánticos, y sólo hay uno en cada oración.

113. Tras (A) años de estudio, los científicos de la NASA continúan a buscar (B) la fórmula más adecuada para contrarrestar (C) la gravedad. Sin error (D)
114. El presidente electo (A) ha prometido erradicar (B) la pobreza del país dentro de (C) los próximos diez años. Sin error (D)
115. Hasta hoy, el tratado mundial para rebaja (A) los aranceles (B) ha sido suscrito por (C) 26 países solamente. Sin error (D)
116. Ahora eres partidario de (A) la nueva ley tributaria, pero ayer defendistes (B) lo contrario (C). Sin error (D)
117. La tasa (A) de aumento de las enfermedades contagiosas en este país se ha cuadrado (B) durante el presente (C) año. Sin error (D)
118. Según un informe de Amnistía Internacional, el año (A) pasado se produjeron las violaciones (B) a los derechos humanos en casi todos los países del (C) mundo. Sin error (D)
119. La serie de (A) delitos objeto de (B) este proceso, se cometió entre el 15 y el 20 de enero, incluso (C). Sin error (D)
120. El cuadro clínico (A) del paciente indica que ha sufrido una recaída (B) de la pancreatitis que le afectó previamente (C). Sin error (D)
121. En la cima (A) de las montañas, el agua de la lluvia evapora (B) rápidamente a causa del viento y de la altura (C). Sin error (D)
122. No obstante (A) no haber sido dado de alta (B) por las autoridades hospitalarias, el Sr. Verdugo decidió marcharse (C) de la institución y abandonar su tratamiento. Sin error (D)

Instrucciones: En cada una de las seis oraciones siguientes, que constituyen un párrafo, hay tres frases o palabras subrayadas. Entre éstas, identifique la que se debe cambiar para que la oración sea correcta y marque su selección en el espacio correspondiente (A, B, C) de la hoja de respuestas. **Si la oración original es correcta, marque D (Sin error).** Los errores pueden ser gramaticales, sintácticos o semánticos, y sólo hay uno en cada oración.

123. Según informó ayer la Policía de Investigaciones, expertos estadounidenses viajarán a nuestro país para cooperar en una pesquisa (A) destinada a aclarar una cuantiosa falsificación de dólares atribuidos (B) a una red internacional del crimen organizado (C). Sin error (D)
124. Diez personas, de diversas (A) nacionalidades, que supuestamente (B) integran la banda, se detuvieron (C) ayer bajo cargos de estafa y quedaron a disposición de los tribunales. Sin error (D)
125. El delito es originado (A) en Tailandia, donde la organización criminal producía un papel moneda (B) sobre el cual (C) se reproducían por contacto billetes originales, aunque desprovistos de números y series. Sin error (D)
126. Dichos pliegos (A) eran luego sometidos a un entintado (B) negro, secados y dispuestos para su envío (C) al extranjero. Sin error (D)
127. En la segunda etapa del proceso de falsificación (A) los delincuentes eliminaban el color negro, dejando los pliegos de papel de color blanco y translúcidos, listos a (B) ser expuestos (C) a luz ultravioleta, como en el revelado fotográfico. Sin error (D)
128. La última fase del proceso consistía en (A) colorear los pliegos de billetes, dotarlos de (B) números de serie ficticios y cortarlos cuidadosamente con guillotina (C). Sin error (D)

PARTE IV: Sinónimos

Instrucciones: De las cuatro alternativas (A, B, C, D), escoja la que más se asemeja en significado a la palabra subrayada de la oración. Marque el espacio correspondiente de la hoja de respuestas.

129. El último discurso del presidente fue tan descabellado, que todo el país quedó atónito.

- A. carcomido
- B. átono
- C. afónico
- D. pasmado

130. Los alucinógenos producen alteraciones conductuales.

- A. del comportamiento
- B. del quehacer
- C. de la personalidad
- D. del raciocinio

131. Cuando se extravía una persona, se debe informar rápidamente a las autoridades.

- A. pierde
- B. suicida
- C. lesiona
- D. extorsiona

132. Los alquileres han aumentado en toda la ciudad.

- A. tributos
- B. arrendamientos
- C. prejuicios
- D. garfios

133. Dado lo escabroso del asunto, no se lo ha querido discutir.

- A. señero
- B. escarpado
- C. empinado
- D. peliagudo

134. Entre sus amistades era famoso por lo lujurioso.

- A. lascivo
- B. lujoso
- C. figurón
- D. estrambótico

135. Los rateros hurgaron por toda la casa.

- A. rebuscaron
- B. robaron
- C. cachearon
- D. serpentearon

136. No hay ni el más mínimo indicio de que se haya cometido un atraco.

- A. rastrillo
- B. encono
- C. vestigio
- D. rastreo

137. Cedió todos sus derechos a los futuros herederos.

- A. suministró
- B. conformó
- C. traspasó
- D. intituló

138. Reconoció que su acción había sido producto del despecho.

- A. despego
- B. vituperio
- C. barranco
- D. resentimiento

139. La sede de la empresa fue allanada ayer en la tarde por orden del juez.

- A. desalojada
- B. desahuciada
- C. hostigada
- D. registrada

140. Sólo resultó con una contusión en un muslo.

- A. incisión
- B. laceración
- C. magulladura
- D. fisura

141. Todos sabían que ella era una marrullera.

- A. gangosa
- B. tramposa
- C. charlatana
- D. derrochadora

142. El litigio será sometido a arbitraje.

- A. querella
- B. mediación
- C. injerencia
- D. intemperie

143. Fue una clara tergiversación de los hechos.

- A. difamación
- B. ampliación
- C. conciliación
- D. deformación

144. Todos notaron la ranura que había en la puerta.

- A. muesca
- B. manivela
- C. rendija
- D. ralladura

PARTE V: Identificación de la mejor traducción

Instrucciones: De las cuatro alternativas (A, B, C, D), escoja la mejor traducción para la parte subrayada de la oración. Al hacerlo, considere lo que sería la traducción de toda la oración. Marque su respuesta en el espacio correspondiente de la hoja de respuestas.

145. The students were ordered to stay in their classrooms until their safety could be ensured.

- A. fueron ordenados a permanecer
- B. estuvieron ordenados a permanecer
- C. se los ordenó que permanecieran
- D. se les ordenó que permanecieran

146. The assailant was described as wearing chinos and a plaid shirt.

- A. listada
- B. escocesa
- C. vaquera
- D. punteada

147. International lending institutions are interested in co-financing arrangements with member governments.

- A. se interesan en cofinanciar arreglos
- B. les interesa el cofinanciamiento
- C. son interesadas en cofinanciamiento
- D. le interesa el llegar a cofinanciar

148. It appeared to everybody that the defendant was guilty.

- A. A todos les aparecía
- B. Les parecía a todo el mundo
- C. A todos les parecía
- D. Se parecía a todos

149. National security depends chiefly upon citizen willingness to serve in the armed forces.

- A. que
- B. sobre
- C. en
- D. de

150. Even though what happened took place in my client's home, he was not involved in the incident.

- A. Aún si que
- B. A pesar de la que
- C. Si bien lo que
- D. Todavía si el que

151. Voir dire will be continued until tomorrow.

- A. El interrogatorio de los posibles jurados
- B. El descubrimiento de las pruebas
- C. La declaración del demandante
- D. La citación de los testigos de cargo

152. The man who picked up the package was heavy set, balding, and 35 to 40 years old.

- A. medio calvo
- B. casi peloso
- C. con melena
- D. de pelo ralo

Instrucciones: De las cuatro alternativas (A, B, C, D), escoja la mejor traducción para los términos subrayados del párrafo siguiente, que es sobre la situación política en Latinoamérica. Al escoger su respuesta, considere el contexto de la parte subrayada y lo que sería la traducción de todo el párrafo.

Democracy, understood as regular, free and fair elections, and respect for their results, is being taken for granted (153) in Latin America at the present time. In addition, the opposition's access to political power has become the norm (154) over the past twenty years. In almost two-thirds of the national elections since 1980, the candidate winning the presidency has been from a political party different from the incumbent. While there have been (155) multiple challenges to presidential successions, the unequivocal conclusion is that electoral democracy has taken hold in most countries in the region. This is quite an accomplishment (156), given Latin America's history of coups and other non-elected regimes.

153.

- A. se toma por segura
- B. se da por sentada
- C. se tiene como cierta
- D. se considera garantizada

154.

- A. ha pasado a ser la norma
- B. se ha transformado en normal
- C. se ha puesto como norma
- D. ha constituido en lo normal

155.

- A. Pese a que han habido
- B. Mientras han tenido
- C. Aun cuando ha tenido
- D. Aunque ha habido

156.

- A. Este es bien exitoso
- B. Eso es nada desdeñable
- C. Esto es todo un logro
- D. Ello es bastante hábil

Instrucciones: De las cuatro alternativas (A, B, C, D), escoja la mejor traducción para los términos subrayados del párrafo siguiente, que es parte de un contrato de licencia. Al escoger su respuesta, considere el contexto de la parte subrayada y lo que sería la traducción de todo el párrafo.

This Technology License Agreement (the “Agreement”) is entered into (157) and effective (158) as of (159) this 19th day of October, 2001 (the “Effective Date”) between OrangeChip Microsystems, Inc., acting by and through (160) its MicroChip division, with its principal place of business at 55 Plentiful Avenue, Reseda, California 92043, and Osteology Corporation, a corporation organized according to the laws of Indiana with its main office at 2504 Industrial Parkway, Indianapolis, Indiana 50505.

157.

- A. se celebra
- B. se entra
- C. se ejecuta
- D. se tramita

158.

- A. queda efectivo
- B. entra en vigor
- C. es en vigencia
- D. pone en efecto

159.

- A. a partir de
- B. desde este
- C. por ende
- D. con inicio

160.

- A. actuando por y a través
- B. que actúa mediante
- C. por la actuación de
- D. al actuar por medio de

Federal Court Interpreters Certification Examination: Written Examination
Answer Key - Sample Test

ENGLISH SECTION

PART I	PART II	PART III	PART IV	PART V
1. B	17. C	33. C	49. D	65. C
2. D	18. A	34. A	50. A	66. A
3. B	19. A	35. B	51. B	67. A
4. A	20. A	36. C	52. C	68. C
5. A	21. B	37. B	53. C	69. B
6. D	22. D	38. B	54. A	70. A
7. A	23. B	39. D	55. D	71. C
8. B	24. D	40. C	56. A	72. D
9. C	25. B	41. C	57. D	73. A
10. A	26. C	42. B	58. B	74. A
11. A	27. D	43. B	59. D	75. D
12. D	28. D	44. C	60. B	76. C
13. C	29. B	45. D	61. D	77. A
14. B	30. D	46. C	62. C	78. C
15. D	31. C	47. B	63. A	79. B
16. B	32. D	48. C	64. D	80. A

SPANISH SECTION

PART I	PART II	PART III	PART IV	PART V
81. A	97. D	113. B	129. D	145. D
82. C	98. B	114. D	130. A	146. B
83. A	99. D	115. A	131. A	147. B
84. B	100. D	116. B	132. B	148. C
85. B	101. C	117. B	133. D	149. D
86. D	102. C	118. B	134. A	150. C
87. C	103. A	119. C	135. A	151. A
88. A	104. A	120. D	136. C	152. A
89. B	105. C	121. B	137. C	153. B
90. A	106. C	122. D	138. D	154. A
91. B	107. D	123. B	139. D	155. D
92. B	108. B	124. C	140. C	156. C
93. B	109. D	125. A	141. B	157. A
94. A	110. A	126. D	142. B	158. B
95. D	111. C	127. B	143. D	159. A
96. D	112. B	128. D	144. C	160. B

PART 7

PRACTICE ORAL EXAMINATION

7.1 Overview and instructions for the Oral Examination Practice Test

This section contains all of the Practice Test material relating to the Oral Examination for the Federal Court Interpreter Certification Examination (FCICE). These instructions cover both the web-based Practice Test and the hardcopy set of materials included in this handbook.

These materials contain everything you need to self-administer the Practice Test in a way that closely simulates the actual test experience. When you are finished administering the practice examination, you can then score your examination. You can also listen to and score an example of a strong passing performance.

The practice examination materials provided to you in the following pages are organized so that for each part of the test you are given:

1. instructions for the test part that closely resemble the instructions you will be given during the actual test;
2. the test material, either a written document or a prerecorded audio file (a link to an online audio file or reference to the appropriate track number on a CD);
3. reference to the appropriate attachments that you can use to score your performance after you have taken the practice examination.

The practice materials are presented in the same sequence that they are given during the examination itself, as follows:

- Part 1-A English to Spanish Sight Translation
- Part 1-B Spanish to English Sight Translation
- Part 2 Simultaneous Monologue
- Part 3 Consecutive
- Part 4 Simultaneous Witness Examination

Do not look at the documents that follow the instructions for each test part, or play any of the audio files on CD or the web, until you have read the instructions and are ready to take that part of the practice examination.

7.2 Equipment you need and preparations

To make the best use of these materials you will need a tape recorder, a blank recording tape and a minute timer. A stopwatch or other clock that shows minutes and seconds can also be used. It

is best if you have a partner to keep time for you and call time when it is up. You will also need a CD player for the consecutive part of the test and for you to play a demonstration of a good performance on the test and compare it with your own. For the online version of these materials you will need to be able to play .mp3 audio files on your computer. For more information about .mp3 audio files and information about how to get a free .mp3 player, click [here](#) if you are using the online version.

Arrange to have your equipment and partner, if necessary, and a quiet place where you will not be disturbed for the time required to take each part of the examination. If you take the entire test all at once, you will need about 45 minutes without interruption. We cannot predict how much time it will take you to play back your performance and score it. That will vary too much with each individual. We suggest that you allow at least one hour for this purpose.

It is a good idea to have a glass of water available, just as it will be available for you when you take the test.

Note that parts of this test are not as long as the actual test. Therefore, it allows you to become familiar with the examination content and process, but the time required to complete the Practice Test is not the same as the actual test.

7.3 Sequence of events for taking the test

First you will take the practice sight translation test. This Practice Test simulates the actual test procedure except without the panel of raters present. This requires about 12 minutes without interruption. You will not need any equipment except the tape recorder to record your performance in order to take the practice sight translation parts of the test.

Next you will take the simultaneous monologue part of the examination. To do that, you will need a CD player or an appropriate sound player on your computer, with a set of headphones.

Next you will take the consecutive portion of the examination. Again you will need a CD player or appropriate sound player on your computer, but you will not use headphones.

Finally, you will complete the test with the simultaneous witness testimony section. Again, as with the simultaneous monologue portion you took earlier, you will need headphones.

After you have taken the test, you may score your performance at any time. Specific instructions for how to score your test are provided next.

7.4 Scoring your test

For scoring the test, you will need to print out or copy one document from the attachments for each test part. The document you need to print is the written text of the test material that has scoring units underlined and numbered on the text. You will also need to play back your performance on the tape recorder.

When you are ready to score your test you should have your performance tape ready to play and the test text that contains underlined, numbered scoring units in front of you. Start the tape recorder and follow along on the test script as you listen. When you come to a scoring unit that you find was missing from your rendition, or was interpreted incorrectly, mark that unit on your test script with an “X.” (Professional test raters use parenthesis marks to keep track of segments of text that are missing completely. They also try to annotate the text with notes about what they hear, if they notice a mistake.) If your attention wanders or you are not sure about whether what you rendered as your interpretation was correct, mark that unit with a question mark. You can then go back afterward to listen again to parts that you may have missed or have a question about.

- We *strongly recommend* that you do not stop the recording until your entire performance on that test part is concluded.

After you have listened all the way through and checked any of the scoring units you were uncertain of, count up all the X marks and subtract them from the total number of units for that part of the test. For example, there are 17 scoring units on the English sight-translation passage. If you marked 5 of them with an X, the number interpreted correctly is 12. The percent score on that part then would be 70.6 (12/17).

Finally, you may want to compare your performance to a recording of another interpreter’s rendering of the test. The recording you will use is a passing performance by a federally certified interpreter. It is not a “perfect” interpretation, and you should not expect that it will be entirely free of errors or renderings that could use improvement. Also keep in mind that the model performance represents how one interpreter accomplished a passing performance on the test. Your performance may have varied substantially from it while still satisfactorily preserving the meaning of the test text.

Above all else, remember that *conservation of meaning* is what the test raters look for and they will mark as acceptable any renderings that meet that criterion.

Taking the test

When you are ready to begin, turn this page.

7.5 General instructions

Welcome to the Practice Test for the FCICE Oral Examination for Spanish-English interpreters. Relax, and let's get started. These instructions are similar to what you will actually hear in the test room from your test administrator.

Throughout the examination, your interpretation should be complete, accurate, and faithful to the language level, style, tone, and intent of the speaker. When you interpret, you must not edit, summarize, delete, or add. If you give two versions of words or phrases, only the last thing you say will be counted in scoring your performance.

Use appropriate grammar, vocabulary, and idioms. Remember to speak clearly and do not mumble your words. If the raters cannot understand what is being said, they are not able to credit you for correct scoring units in that passage. In your renderings you may use words generally accepted in countries of the Spanish-speaking world, as long as the usage can be found in a standard dictionary.

If you are ready, you should now begin the first part of the test, which is sight translation.

Proceed to Part 1

Part 1 Sight translations

Part 1A – English to Spanish sight translation

You will begin with the English-to-Spanish sight translation. In a moment you may turn the page and begin. In the actual test, you will have five minutes to both review the document and to translate the entire page. The Practice Test is somewhat shorter than the actual test and should require less time. Time starts as soon as you see the document. Although it is recommended that you begin by reading the document all the way through before you begin translating out loud, you may begin translating whenever you like.

When you are ready, set your timer to 5 minutes, turn the page and begin. It is a good idea to review the document before you begin interpreting. When you are ready to begin interpreting the document, make sure that you press the record button on your tape recorder so that your interpretation can be recorded and you can evaluate it when you finish.

FCICE - Practice Sight Translation English

Your Honor, if it please the court, the Government would establish that Mr. Jorge Domínguez was a citizen of the Dominican Republic, having been born there in 1970. He initially entered the United States legally with his parents and siblings on an immigrant visa in 1985. He was subsequently deported from the United States on January 15, 1993 following his conviction and resultant incarceration in New York State the preceding year for the sale of a controlled substance, namely cocaine. On October 24th of last year, Mr. Domínguez was arrested and detained in Wilmington, Delaware where he was charged with the sale of heroin to an undercover state trooper. INS then proceeded to compare his fingerprints, through FBI data banks, with those of the individual who had been deported in 1993, and it was confirmed that they were one and the same person. INS obtained his immigration file and established that he was in fact born in the Dominican Republic. Furthermore, they confirmed his 1985 legal entry into the U.S., his 1992 conviction for an aggravated felony, and the deportation arising from that conviction. The INS would further prove that he had neither submitted an application for nor been granted permission to reenter the United States.

Part 1B – Spanish-to-English sight translation

This time you will go the other way, from Spanish to English. Again, you will have five minutes to both review the document and to translate the entire page. Time starts as soon as you see the document. When you are ready, set your timer to 5 minutes, turn the page and begin. When you are ready to begin interpreting the document, make sure that you press the record button on your tape recorder so that your interpretation can be recorded and you can evaluate it when you finish.

FCICE - Practice Sight Translation Spanish

Expediente: D 220124

María del Carmen Pérez de López, de generales conocidas en autos que cito al margen superior derecho, ante usted señor juez respetuosamente comparezco y expongo:

Ratifico en todos sus puntos la contestación de demanda que hice con anterioridad y la cual va agregada al expediente.

Con respecto a la documentación que recibí por vía aérea certificada, contesto que efectivamente no existen hijos menores dentro del matrimonio civil que tengo celebrado con mi cónyuge Víctor Manuel López García. Cabe hacer notar a su señoría que en el formulario número 1281, al dorso, me refiero al punto 5 que se contesta. La ahora demandada hace saber a este Hon. Tribunal que el actor miente y crea con ello un estado de falsedad en el contenido de este punto, en virtud de que en realidad sí existen bienes muebles e inmuebles y también existen obligaciones por parte del actor pendientes de cumplir.

Por lo expuesto, pido:

Único. Que se me tenga compareciendo por escrito, ya que no tengo los recursos económicos suficientes para comparecer personalmente, por encontrarme en pleno abandono de mi esposo y por sufragar los gastos necesarios para la manutención del hogar solamente la suscrita.

Declaro que me opongo rotundamente al procedimiento que se sigue en su instancia, por resultar incompetente para conocer dicho negocio.

Atentamente,

Atotonilco Alto, Jalisco, diciembre 8/00

María del Carmen Pérez de López

The following materials are included for your use when you are ready to score your examination.

1. Marked copy of the English-to-Spanish sight translation (See page 112)
2. Audio file of a model performance for the English-to-Spanish sight translation (Track #38 on the CD)
3. Marked copy of the Spanish-to-English sight translation (See page 113)
4. Audio file of a model performance for the Spanish-to-English sight translation (Track #39 on the CD)

Proceed to Part 2

Part 2 Simultaneous monologue

Next is the simultaneous monologue portion of the test. As you know, in simultaneous interpreting, you will interpret only from English into Spanish.

This portion of the test is prerecorded. To simulate the real testing situation, you will listen to it through earphones connected to your computer or to a compact disk player while interpreting aloud so that your interpretation can be recorded on the tape recorder. To simulate the real testing situation, after you begin you are not permitted to stop the playback machines. If you stop the playback, everything from that point to the end of the test would be counted as incorrect.

There is about one minute of introduction and instructions at the beginning of the recording to allow you to adjust the earphones and volume. When you are ready, press the record button on your tape recorder and continue interpreting until you hear a few seconds of silence. This signals the end of this portion of the test. If you are listening to the CD, make sure that the CD player does not continue to the next track.

Click [here](#) to begin the simultaneous monologue or play track 1 on your CD.

The following materials are included for your use when you are ready to score your examination.

1. *Marked copy of the simultaneous monologue script (See pages 114 – 116)*
2. *Audio file of a model performance for this portion of the test (Track #40 on CD)*

Proceed to Part 3

Part 3 Consecutive

Next is the consecutive portion of the examination. For this practice version, you must either control the playback of each portion of the examination, or have someone helping you.

There are many passages consisting of more than one sentence. Begin your interpretation when the speaker has finished speaking. During the test you may not interrupt or stop the speaker. However, you may ask for two repetitions during the examination. That is two repetitions for the entire consecutive portion, not two per passage. So, during your Practice Test, you may repeat two of the tracks if you do not remember everything that was said, and still be in line with what is allowed during the test.

For this Practice Test, which is not the same length as the full test, you do not need to set a timer, but you should be able to complete the Practice Test in less than 15 minutes. You should have a pad and pencils to take notes if you like. Please feel free to use them.

Remember that you are interpreting from English into Spanish and from Spanish into English.

Instructions for using the compact disk version

The consecutive examination is prerecorded on compact disk. You begin by playing the first “track” of the consecutive test (track #2 on the CD). This track is a lawyer’s opening question to a witness in English. After the track is played, you pause the recording and interpret the English question into Spanish, just as you would do in court. When you have finished interpreting, release the pause mode and you will hear the witness’ answer, which is in Spanish. Then you again pause the recording while you interpret the Spanish answer into English. This continues throughout the test, question and answer, and you will be the interpreter.

For the compact disk version of the consecutive, you will use track numbers 2–36. When you are ready, play the first track of the consecutive (track 2 of the CD).

Instructions for using the online version of the Practice Test (MP3)

The consecutive examination is prerecorded on a series of mp3 audio files. To play an audio file, simply click on the track number, and the file will load into your computer and play. You begin by playing the first “track” of the consecutive test (labeled track #2). This track is a lawyer’s opening question to a witness in English. After the track is played, you interpret the English question into Spanish, just as you would do in court. When you have finished interpreting, play the next track of the computer recording and you will hear the witness’ answer, which is in Spanish. Then you again interpret the Spanish answer into English. This continues throughout the test, question and answer, and you will be the interpreter.

For the online version of the consecutive portion, you will use track numbers 2–36. When you are ready, play the first track of the consecutive portion (track 2).

The following materials are included for your use when you are ready to score your examination.

1. Marked copy of the consecutive script (See pages 117 – 119)
2. Audio file of a model performance for this portion of the test (Track #41 on CD)

Proceed to Part 4

Part 4 Simultaneous witness examination

You are now ready for the final part of the test, which is again interpreting in the simultaneous mode, only this time you hear two voices during a witness examination. Once the test begins, you are not permitted to stop the playback. If you stop the playback, everything from that point to the end of the test will be counted as incorrect. Again there is a short introduction and instructions at the beginning of the CD to allow you to adjust the earphones and volume. It is a shorter introduction than you had for the monologue.

When you are ready, start the playback and begin interpreting. Make sure that your tape recording is set to record your interpretation. Click here to play the audio file (Track 37 mp3). If you are using the CD, you need to play track 37 on the CD.

The following materials are included for your use when you are ready to score your examination.

1. *Marked copy of the simultaneous monologue script (see pages 120 – 121)*
2. *Audio file of a model performance for this portion of the test (Track #42 on CD)*

End of Practice Test

If you followed the suggested steps you should now have a very good idea of what the Oral Exam is like. Depending on how closely you tried to simulate actual testing procedure and how careful you were when you scored your own performance, you may also have some indication of your readiness to take the Oral Examination. Keep in mind in regard to self-scoring that the model performance represents how one interpreter accomplished a passing performance on the test. Your performance may have varied substantially from the model while still satisfactorily preserving the meaning of the test text.

Disclaimer: Remember that this is a sample test for practice, it is not intended to accurately predict your performance on the operational version of the examination. You should keep in mind that your performance on this same test would probably vary on different occasions, depending on many factors. Also, you will take a different test when you take the official examination. While the actual test you take will be very similar in structure and difficulty, your performance may vary significantly on that day on that test than your performance on this test – for better or worse.

Attachments Follow

FCICE - Practice Sight Translation English – Marked Copy

Your Honor, if it please the court,¹ the Government would establish² that Mr. Jorge Domínguez was a citizen of the Dominican Republic, having been born³ there in 1970. He initially entered the United States legally with his parents and siblings⁴ on an immigrant visa in 1985. He was subsequently deported from the United States on January 15, 1993 following his conviction⁵ and resultant incarceration⁶ in New York State the preceding⁷ year for the sale of a controlled substance, namely⁸ cocaine. On October 24th of last year, Mr. Domínguez was arrested and detained in Wilmington, Delaware where he was charged with the sale of heroin to an undercover state trooper.⁹ INS then¹⁰ proceeded to compare his fingerprints,¹¹ through FBI data banks, with those of the individual who had been deported in 1993, and it was confirmed¹² that they were one and the same person.¹³ INS obtained his immigration file and established that he was in fact¹⁴ born in the Dominican Republic. Furthermore, they confirmed his 1985 legal entry into the U.S., his 1992 conviction for an aggravated felony,¹⁵ and the deportation arising from¹⁶ that conviction. The INS would further prove that he had neither submitted an application for nor been granted¹⁷ permission to reenter the United States.

FCICE - Practice Sight Translation Spanish – Marked Copy

Expediente: D 220124

María del Carmen Pérez de López, de generales¹ conocidas en autos² que cito al margen superior³ derecho, ante usted señor juez⁴ respetuosamente comparezco y expongo:⁵

Ratifico en todos sus puntos la contestación de demanda que hice con anterioridad y la cual va agregada al expediente.⁶

Con respecto a⁷ la documentación que recibí por vía aérea certificada, contesto que efectivamente⁸ no existen hijos menores dentro del matrimonio civil que tengo celebrado con mi cónyuge⁹ Víctor Manuel López García. Cabe hacer notar a su señoría que en el formulario número 1281, al dorso,¹⁰ me refiero al punto 5 que se contesta. La ahora demandada hace saber a este Hon.¹¹ Tribunal que el actor¹² miente y crea con ello un estado de falsedad en el contenido de este punto, en virtud de que en realidad sí¹³ existen bienes muebles¹⁴ e inmuebles¹⁵ y también existen obligaciones por parte del actor pendientes de cumplir.¹⁶

Por lo expuesto, pido:

Único. Que se me tenga¹⁷ compareciendo por escrito, ya que no tengo los recursos económicos suficientes para comparecer personalmente, por encontrarme¹⁸ en pleno abandono de mi esposo y por sufragar¹⁹ los gastos necesarios para la manutención del hogar solamente²⁰ la suscrita.²¹

Declaro que me opongo rotundamente²² al procedimiento que se sigue en su instancia, por resultar incompetente para conocer dicho negocio.

Atentamente,

Atotonilco Alto, Jalisco, diciembre 8/00

María del Carmen Pérez de López

Ladies and gentlemen of the jury, you now have the very narrow responsibility of deciding the case before you¹ from all the evidence that's been admitted. You must examine whether or not the Government has proven the charge² that it has leveled³ against my client. This is not a question⁴ of judging my client's character. His conduct merits reproof,⁵ but we're not here to determine whether or not we want him as a neighbor. Instead,⁶ we're here to determine whether or not we are to take away his freedom.

The criminal indictment⁷ charges that the defendant did knowingly and intentionally⁸ distribute crack cocaine. Now, based on the testimony of law enforcement⁹ and every single other witness¹⁰ in this case, there is no evidence that Joaquín Morales¹¹ ever delivered,¹² distributed, sold, gave, or, in any other way transferred drugs to anyone else. The Government agrees that he is a crack cocaine addict. Defense Exhibit¹³ No. 4 is records, reports from experts in which the diagnosis¹⁴ is cocaine dependency.¹⁵ The Government's position, however,¹⁶ is that he can turn it on and off¹⁷ whenever he wants to.¹⁸ The Government wants to persist in telling you the reason for his trip down¹⁹ to Nashville was to buy drugs and bring them back to Centerville to distribute them. Testimony has shown that he went to Nashville and visited with²⁰ his family. His mother wasn't happy or proud about testifying about her crack-addicted son, but she came in and testified that she met him in Nashville because his first cousin²¹ had died of AIDS.²² He was close to²³ his cousin, and his cousin never told him that he had a life-threatening disease. He's angry; he's upset. The physical evidence that you have is a very small

quantity of crack cocaine, 2.4 grams.²⁴ A minuscule²⁵ amount, consistent with using crack cocaine. You should consider that in determining²⁶ whether or not it was his intent²⁷ to deliver or sell it,²⁸ or if it was his intent to use it. The defendant testified about things that one would not be proud of,²⁹ robbing people, burglarizing³⁰ houses and having homosexual sex to get money to get crack. The counselor describes him as a client who appears to be open and truthful.³¹ There has been nothing here that has been held back.³² The Government doesn't even go through the effort to see whether or not he has instruments of dealing in his house or if there's additional crack cocaine there. They can't even get a warrant³³ to go find that out. They wouldn't even lift a finger³⁴ to bring in evidence of crack cocaine dealing, such as scales,³⁵ beepers, pagers, whatever those things are.³⁶ They came up with experts, experts³⁷ in pursuing crack dealers. When my client was arrested, he didn't have a dime,³⁸ he didn't have identification; he didn't even³⁹ have a wallet. Zip.⁴⁰ Another expert said you need⁴¹ a razor to break it up⁴² to put it in different bags to measure it properly.⁴³ He doesn't have the ability to break it down or, at least, he doesn't have the instruments to break it down and put it in bags for sale. Don't you need money to get drugs to resell? A drug dealer⁴⁴ would have⁴⁵ money; and wouldn't a person who is a crack addict, a deadbeat, nearly a street person, be a person without money? Wouldn't that be my client, the 32-year-old man bumming⁴⁶ 50 bucks⁴⁷ from his own mother to go out and get another 20-dollar rock of cocaine to smoke? They're the experts, so they can tell you where people are dealing and who they are, yet they can't put one single person on the stand⁴⁸ who can testify that the defendant gave them even 1/1000th⁴⁹ of a gram of crack

cocaine. Not one person. If he's a dealer, then they have to be able to produce for you something to indicate that he has a customer, like lists of people who owe him money for drugs that he's given them, and telephone numbers. He doesn't have a phone; he doesn't have a car. Isn't it logical that people get into drug dealing to make⁵⁰ money? He testified as to why he was on this trip. He answered the questions during a vigorous⁵¹ cross examination⁵². He said that he lied to the police because he was afraid of being carted off⁵³ to jail. And he was, because he had crack cocaine on him⁵⁴. His testimony is credible and it fits⁵⁵ with what he was doing at the time. The Judge will instruct you that if you find that there's no proof that the defendant intended⁵⁶ to deliver crack cocaine, then you can find him guilty of a lesser-included offense, simple possession. The evidence in this case is way short⁵⁷ of proving crack dealing. In fact, the proof is that he is a crack addict. It's reprehensible; it's inexcusable, but he had it for his own use. Do your duty and follow the instructions of this Court. Find my client not guilty. Thank you.

- Q. Sir, would you please state your name for the record.
- A. Miguel Domínguez.
- Q. And you are currently¹ incarcerated by the Bureau of Prisons, is that correct?
- A. Sí.
- Q. What charge are you incarcerated for?
- A. Falsificación de documentos, señor.
- Q. Now you were recently transferred to the facility² at Beaumont, on September 15th,³ I believe, correct?
- A. Sí, en septiembre.
- Q. Why were you transferred⁴ to that institution?⁵
- A. Habían acabado de abrir la cárcel en Beaumont, y como yo no había tenido ningún problema de disciplina antes, me escogieron para mandarme allá.
- Q. Now, did there come a time⁶ when you were in the new⁷ Beaumont facility that you felt you were having problems with another inmate?
- A. Sí.
- Q. And when did all⁸ that start happening, if you remember?
- A. Empecé a tener problemas con otro preso, con uno al que le dicen⁹ el Flaco, más o menos en octubre, sí, en octubre¹⁰ cuando me sacaron del hueco.¹¹
- Q. What problems did you feel you were having with that inmate?¹²
- A. No, nos llevábamos bien porque me estaba presionando.
- Q. Would you please clarify your answer.
- A. Lo que quiero decir es que además de pedirme plata,¹³ se me acercaba y me pedía que hiciera cosas raras¹⁴ con él, ¿Ud. me entiende? Sexo. Yo le decía, mira,¹⁵ ya hace tanto tiempo que nos conocemos, ¿cómo vamos a hacer una cosa así?

- Q. Okay. And what physical problems, if any,¹⁶ did this Flaco have?
- A. Hasta donde yo sé,¹⁷ él tenía SIDA.
- Q. And was he showing any signs¹⁸ of AIDS at that time? Or did you just know that he had AIDS?
- A. Eso fue lo que él nos dijo.
- Q. Okay. And was that one of the reasons why you didn't want to have sex with him? Or was there some other reason?
- A. ¡Yo no quería acostarme con un maricón¹⁹ !
- Q. So did you go to anybody to talk about the problems you were having?
- A. Tuve un montón²⁰ de problemas desde que llegué a esa pinche²¹ prisión. No podía acostumbrarme. Todo era nuevo. Empecé a deprimirme²² con toda esa gente que no conocía. Es que no podía adaptarme a ese ambiente.²³
- Q. O.K., now do you recall going²⁴ to see Dr. Mason?
- A. Sí, más o menos a principios de noviembre.
- Q. And what were the problems that you were having that prompted²⁵ you to go to see Dr. Mason?
- A. Fui a ver al Dr. Mason porque había un infeliz²⁶ en la celda que se murió de SIDA, y yo no sabía que él padecía²⁷ de eso. Cuando me enteré que ese tipo²⁸ tenía SIDA, pensé que podía haberme contagiado.²⁹ No sabía si él había usado mi navaja de afeitar,³⁰ mis cubiertos³¹ o cualquier otra cosa mía sin yo saberlo.
- Q. Now, when you went to see, I believe it was Officer Clark, to talk about the problems you were having with this Flaco, did you feel that your life was in danger at that time?³²
- A. Sí, seguro.
- Q. And that was based on what?

- A. Por el enredo³³ con el Flaco y lo que quería hacer conmigo, ¿me entiende?³⁴ Lo que él quería no estaba bien.³⁵ Yo lo conozco, es muy agresivo. Me sentía como³⁶ amenazado.
- Q. Your Honor, this might be a good time to break.³⁷

- Q. Would you state your full name, Ma'am?
- A. Margaret Pierce Anderson.
- Q. And would you tell us¹ what you do for a living,² ma'am?
- A. I'm Assistant Director of Nurses at IHS, which is an affiliate of St. Paul's Hospital³ of Dallas.
- Q. Where do you live, Ms. Anderson?
- A. I live on County Road in Copeville, Texas.
- Q. In relation to the intersection⁴ of Power Plant Road and the Kansas City Southern railroad line there where Mr. Garcia was killed, how far⁵ from it do you live?
- A. Less than a fourth of a mile.
- Q. Okay. Now, have you had some personal experiences with Kansas City Southern and the dangers at that intersection?
- A. Yes, sir, I have.
- Q. Would you tell the court⁶ about it?
- A. Numerous times my family and I have gone to the railroad tracks,⁷ and you can't see the trains. So I called a number of times to have someone come out⁸ to do an assessment of it.
- Q. Now, was this before July 7th that you made these calls?
- A. Yes, sir, it was.
- Q. And when you complained that the view of traffic traveling on Power Plant Road was blocked, what was it⁹ that was blocking the view of the trains going north or south?
- A. A lot of trees and shrubby.¹⁰
- Q. How many times prior to July 7th do you suppose you called¹¹ to complain about this hazard?¹²

- A. I'd say just about every month. Sometimes in the summer months I know I did at least twice a month, because that's when the shrubs and greenery are really thick.¹³
- Q. And where did you call the railroad company to lodge¹⁴ these complaints?
- A. I had a number, and then I got another number from information and that was when I spoke with Mr. Peterson.
- Q. All right. First of all,¹⁵ how did you get his number? And, secondly, how did he respond to you?
- A. Well, I called Garland, because that's where the trains used to come out of. And then that's when they told me they no longer did and they gave me this other phone number to call.
- Q. I see. And when you got Mr. Peterson on the phone, how did the conversation go?
- A. I didn't get to talk to him that Monday. I called and he was out of town¹⁶ until Wednesday, so I left a message on his answering machine¹⁷ to return my call¹⁸ as soon as he came in his office.
- Q. Now was this the very¹⁹ day of Mr. Garcia's demise?²⁰
- A. It might have been the day after. No, on second thought,²¹ it was the same day.
- Q. So you actually²² called Kansas City Southern on the date of his death?
- A. Yes, sir, I did.
- Q. Did you call them before Mr. Garcia was killed²³ or after?
- A. It was just before, about 10 o'clock²⁴ in the morning.
- Q. Why did you call them?
- A. My husband had left to go to work that morning, and he had called me from work and said, "I nearly got wiped out²⁵ this morning." And I said, "What happened?" And he said, "I barely²⁶ stopped in time." So that really shook me up,²⁷ and that's when I got on the phone and made some phone calls, and that's when they gave me the number that I called when I got hold of Mr. Peterson.
- Q. Thank you, Mrs. Anderson, I have no further questions at this time.

PART 8

WHO IS INVOLVED IN THE DEVELOPMENT AND ADMINISTRATION OF THE FCICE?

8.1 Who is involved in the development and administration of the FCICE?

The FCICE for Spanish-English interpreters is administered under contract from the Administrative Office of the United States Courts with the National Center for State Courts, working with its collaborating partners CPS Human Resource Services in California and Second Language Testing, Inc., N. Bethesda, Maryland.

The National Center for State Courts (NCSC) is an independent, nonprofit organization dedicated to the improvement of justice. It was founded in 1971 at the urging of Chief Justice Warren E. Burger. NCSC accomplishes its mission by providing leadership and service to courts in the United States. Programs related to language interpreting are just a few among many areas of work conducted by the NCSC. Court interpreting services represent court concern with improvement of access to justice for linguistic minorities. The NCSC also provides research services, direct consulting, technical assistance, and educational programs in language interpreting. Most noteworthy among the NCSC programs in this area is the administration of the Consortium for State Court Interpreter Certification to which more than half of the nation's state courts subscribe. For more information about NCSC, see www.ncsconline.org.

CPS Human Resource Services (CPS) is a not-for-profit governmental entity, a joint powers agency established to provide human resources and related management services to public and non-profit organizations. The CPS mission is to improve human resources in the public sector, which includes licensing and certification programs. CPS enjoys extensive experience with interpreter and language proficiency testing for occupational purposes. In addition to the FCICE, foremost of the CPS' testing programs is the California Court Interpreter Certification Examination program, administered under contract from the California Judicial Council and Administrative Office of the Courts. One of the largest state interpreter programs in America, it includes testing for eight designated languages as well as for the Registered Interpreter certification. CPS also administers the Administrative Hearing Interpreter and Medical Interpreter examinations for the California State Personnel Board. Among other language-related testing programs, CPS has administered the California tests for Language Development

Specialist and the Bilingual Certificate of Competence. For more information about CPS, see www.cps.ca.gov.

Second Language Testing, Inc. (SLTI), is a unique company that specializes in language proficiency tests in a wide range of languages. Its president, Charles W. Stansfield, Ph.D., is formerly the Director of Foreign Language Education and Testing Division, Center for Applied Linguistics in Washington, D.C., and the Associate Director, Language Programs, Educational Testing Service, Princeton, New Jersey. For more information about SLTI, see: www.2lti.com.

8.2 Consulting experts

Officials of the United States Courts

Many dedicated professionals who strive to promote excellence in the court interpreting profession contributed to the development of the Spanish/English Federal Court Interpreter Certification Examination (FCICE). First, under the leadership of Director Leonidas Ralph Mecham, Associate Director Clarence A. Lee, Jr., and Assistant Director Noel J. Augustyn, staff of the District Court Administration Division of the Administrative Office of the United States Courts (AO) serve as stewards for the program. These include Robert Lowney, Chief of the Division, William M. Moran, Deputy Chief of the Division, and Marijke van der Heide, Court Interpreter Program Specialist. Ms. van der Heide monitors the project and coordinates between the AO and the contractor. Ms. van der Heide's contributions surpass routine professionalism in project oversight. She regularly provides timely and thoughtful review of every work product and offers suggestions that add to the quality of the program. The project staff are grateful for her contributions.

Many District Court Clerks assisted with the collection of an extensive body of court transcripts from which the test writers selected and edited source texts for the examination. Their contributions were fundamental for achieving test validity.

Very special thanks are owed to the United States District Court Judges and experienced federal court attorneys who took the time to review and comment on the Oral Examination drafts. Their reviews ensured examination validity and task appropriateness.

- Mr. Joseph C. Laws, Jr., Federal Public Defender, San Juan, Puerto Rico
- Honorable John S. Martin, Jr., U.S. District Court, Southern District of New York
- Honorable Carlos Moreno, U.S. District Court, Central District of California
- Honorable Federico Moreno, U.S. District Court, Southern District of Florida
- Honorable Michael B. Mukasey, U.S. District Court, Southern District of New York
- Honorable Ricardo Urbina, U.S. District Court, District of Columbia
- Mr. Joseph Virgilio, CJA Panel Attorney, Washington, District of Columbia
- Honorable Kimba M. Wood, U.S. District Court, Southern District of New York
- Mr. Ricardo Zwaig, private attorney and former Federal Public Defender, Washington, District of Columbia

Advisory Committee

Advice and policy guidance for the examination specifications was provided by a distinguished advisory committee of academics and federal court staff interpreters including:

Linguists

- Susan Berk-Seligson, Ph.D., Associate Professor – Spanish and Applied Linguistics, University of Pittsburgh
- Bethany K. Dumas, Ph.D., Associate Professor – English, University of Tennessee
- Nancy Schweda-Nicholson, Ph.D., Professor of Linguistics, University of Delaware

Interpreters

- Elena De Jongh, Court Interpreter, Southern District of Florida
- Ramon del Villar, Chief Interpreter, Houston, Texas
- Kevin John DeVany, Official Court Interpreter, Northern District of Illinois
- Nancy Festinger, Chief Interpreter, Southern District of New York
- Joyce Y. Garcia, Staff Interpreter, Tucson, Arizona
- Ana-Cecilia Rosado, Court Interpreter U.S. District Court
- Lenne Rosen-Kabe, Manager of Court Interpreters, Central District of California
- Teresa Salazar, Director of Interpreter Services, Washington, D.C.

The Written Examination

The Written Examination was developed under the leadership of Charles W. Stansfield, working with a team of highly experienced specialists in the fields of applied linguistics and interpreting.

The core Written Examination team members include, in addition to Dr. Stansfield:

- Daniel J. Reed, Ph.D., Researcher and Lecturer in Applied Linguistics, Indiana University, Bloomington, Indiana.
- Jean Turner, Ph.D., Associate Professor of Applied Linguistics, Monterey Institute of International Studies.
- Ana Maria Velasco, Ph.D., Visiting Professor of Translation and Interpretation, Monterey Institute of International Studies.

Other contributors to the Written Examination who served in the roles of item writers, item reviewers, or examination reviewers include:

- Ellie de la Bandera, Federally Certified Court Interpreter (FCCI)
- Elena De Jongh, FCCI
- Ramon del Villar, FCCI
- Kevin John DeVany, FCCI
- Nancy Festinger, FCCI
- Joyce Garcia, FCCI
- Joe Harmon, FCCI, Adjunct Professor of Translation and Interpretation, Monterey Institute for International Studies
- William Hewitt, Senior Research Associate, National Center for State Courts
- Renee Jourdenais, Ph.D., Professor of Applied Linguistics, Monterey Institute for International Studies
- Patricia Michelsen-King, FCCI
- Gregory Miller, FCCI

- Mario Montenegro, FCCI
- Teresa Salazar, FCCI
- Susana Santangelo, FCCI, medical translator
- Rachel Spache-Koch, retired professional of ELS and test developer, University of Miami
- Ricardo Zwaig, Esq.

Examination statistical analyses and equating were carried out by Bruce W. Davis, Ph.D., Deborah Ford and Lisa Kobe of CPS Human Resource Services.

The Oral Examination

The lead writers for the Oral Examination were Patricia Michelsen-King and Gregory Miller, federally certified interpreters with extensive experience as test writers and raters for federal and state certification examinations. William Hewitt contributed to source document selection, consulted on English language usage, and coordinated all aspects of the test development, review, field testing and rating process. Other principal contributors to test writing were Ellie de la Bandera, Denia McGuire, Myriam Sigler and Melinda Gonzalez-Hibner.

Many other accomplished working interpreters with wide-ranging linguistic and cultural backgrounds contributed to the Oral Examination. The interpreters who served on the Advisory Committee also reviewed and commented on drafts of the Oral Examination texts. In addition, other federally certified practicing interpreters who served as reviewers, field test raters and examiners included:

- | | | |
|---------------------------|------------------------|---------------------------|
| • Catherine Bahr | • Donald Barnes | • Rebeca Calderon |
| • Eva Desrosiers | • Laura Eastment | • Corinne Edelson-Cline |
| • Agustin de la Mora | • Vivian Eriksen | • Rossy Franklin |
| • Victoria Funes | • Sara Garcia-Rangel | • Paula Gold |
| • Melinda Gonzalez-Hibner | • Cecilia Gutierrez | • Susan T. Hamer |
| • Catalina Maria Johnson | • Scott Loos | • Dennis McKenna |
| • Ruth Monroy | • Mario Montenegro | • Madeline Newman-Rios |
| • Janis Palma | • Marcia Parron | • Stephanie Penn |
| • Roberto Perez-Diaz | • Moira Pujols-Quall | • Nancy Schweda-Nicholson |
| • Gladys Segal | • Javier Soler | • Sharon Spence |
| • David Sperling | • Elizabeth Taft-Smith | • Hortensia Torres-Comas |
| • Irene Tomassini | • Ariel Torrone | • Miguel Valenzuela |
| • Adriana Weisz | • Glenna White | • Rafaela Worrell |
| • Antonio T. Yanez | | |

Project Staff

Project staff are drawn from the three collaborating organizations described above in Section 8.1. They include:

- William E. Hewitt, Project Director, Senior Research Associate, National Center for State Courts
- Gilbert L. Johnson, Assistant Project Director, Senior Manager, CPS Human Resource Services

- Bruce W. Davis, Ph.D., Project Psychometrician, Test Development and Validation Manager, CPS Human Resource Services
- Charles W. Stansfield, Ph.D., Project Linguist, President, Second Language Testing, Inc.
- Nancy McCurry, Test Program Coordinator, CPS Human Resource Services
- Susan Yee, Test Program Coordinator, CPS Human Resource Services
- Lavolia Duncan, Sr. Administrative Specialist, National Center for State Courts
- Wanda Romberger, Manager, Court Interpreting Services, National Center for State Courts